

DOCUMENT RESUME

ED 166 243

TM 008 256

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TITLE Summary Data and Interpretations: A System for Assessing Affectivity.
PUB DATE 3 Aug 78
NOTE 314p.
EDRS PRICE MF-\$0.83 HC-\$16.73 Plus Postage.
DESCRIPTORS *Affective Behavior; *Affective Tests; *Age Differences; Attitude Tests; Elementary Secondary Education; Locus of Control; Parent Attitudes; *Racial Differences; *School Attitudes; Self Concept; Self Concept Tests; *Sex Differences; Student Adjustment; Student Attitudes; Student Teacher Relationship; Tables (Data); Test Results; Values

ABSTRACT

Test results were consolidated from needs assessments or program evaluations conducted between 1969 and 1978, and extensively analyzed. About 120,000 elementary and secondary students and their parents were tested; the majority of the sample is from the Southeast, and of these the largest number are from Alabama. Five tests were interpreted: (1) Feelings About School; (2) Locus of Responsibility Scale (classroom decision making); (3) Relationship Inventory (teacher attitudes toward student); (4) four levels of the Index of Adjustment and Values (perception of self and others); and (5) Parent Inventory. Data were first summarized to provide descriptive and normative statistics and then examined for trends by grade, sex and race. White females had the most positive school attitudes and enjoyed the best relationship with their teachers, although for all groups both attributes decline with increasing age. Parents' attitudes likewise became more negative. The Index of Adjustment and Values gave the most extensive evidence regarding the affective effects of education. Perception of self and others and value adherence deteriorate with age. On self concept, males scored lower than females and whites scored lower than blacks. Blacks scored lower on values than whites. Implications of the results are discussed and copies of the tests are included. (CP)

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Robert E. Bills

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Summary Data and Interpretations:
A System for Assessing Affectivity

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August 3, 1978

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In 1975 The University of Alabama Press published A System for Assessing Affectivity which was written by the author of this report. In that book, a variety of instruments for assessing the affective climates for learning in schools and the affective learnings of students was described. Included were the Feelings About School, the Locus of Responsibility Scale, the Relationship Inventory, four levels of the Index of Adjustment and Values, and a Parent Inventory. The book included measures of reliability and validity and summaries of all data collected with the instruments through 1974. This report summarizes data on all of the instruments, with the exception of the Adult level of the Index of Adjustment and Values, collected through the summer of 1978 and offers some interpretation of the data with particular regard to factors of grade, sex, and race of the students.

The number of cases varies from instrument to instrument because of the different grade level configurations in which the data were used. The data for the Index of Adjustment and Values (IAV) were collected from the smallest numbers of students since it was not used in the majority of studies done under the auspices of the General Assistance Center of The University of Alabama. In fact, the IAV was used in only one of the school systems in which a needs assessment was conducted. As will be seen, the majority of the data for all of the instruments was collected between 1975 and 1978 and, thus, were collected as part of the needs assessment studies of the GAC. Additionally, GAC has supported the work which has led to this summarization and its interpretations.

Sample Sizes

As stated above, the size of the sample varies with each of the instruments partially because of the grade configurations of the schools studied and partially because of the applicability of the instruments to different grade ranges. To illustrate, the Feelings About School is used in grades 4 through 12 but the Relationship Inventory is used only in grades 6 through 12.

The sample represents a large group of students and their parents. The sample size for each instrument will be discussed along with the presentation of the data for that instrument. One particular case will be described here to illustrate the fact that because of the methods used in collecting the data, the data represent far more students than the groups tested.

TM008 256

For the IAV, the data include about 7,500 Elementary School IAV (ESIAV) records, 8,500 from the Junior High School IAV (JHSIAV), and 10,500 for the High School IAV (HSIAV). Thus, about 26,500 records are available in the data base of the three levels of the IAV which are summarized in this report. Not all of these tests results are identified by grade, sex, or race, therefore, the actual number of records used is less than the 26,500 available. When counted by grade level, the records of 25,960 different students are included in the study.

But the data represent far more people than these 25,960 people. Some of the data in the larger school systems were collected in the forms of 15 percent random samples of students selected by grades within schools. Such randomly selected data were collected in seven school systems, thus, the 26,500 students in the data base are representative of about 118,600 students. These students attended 315 public, private, and parochial schools. (None of the GAC data was collected by sampling; all schools were tested as intact groups.)

All of the data in this report do not represent 315 schools; some were collected in a somewhat smaller number of schools and in a more limited geographical area than the IAV data which came from New York, Rhode Island, Missouri, Kentucky, Ohio, Montana, Louisiana, Tennessee, Alabama, Florida, Georgia, and South Carolina. (Only IAV data came from New York, Rhode Island, and Montana.) The majority of the students are from the Southeast and of these the largest number are from one state, Alabama. The sample contains a mixture of schools from rural areas, small cities, larger cities, and four metropolitan areas, three of which were county consolidated systems and included the county seats.

Without exception the data were collected in needs assessment studies or studies of the effectiveness of experimental school programs and all data collected by the author (more than 95 percent of the data) were collected anonymously except for indications of grade and sex, and frequently race. Requests for racial identifications were possible because of the nature of some of the projects in which the data were collected. In one instance the data were collected to assist a large school system to redesign its schools to satisfy the requirements of court-ordered integration. Most of the data with racial identifications were collected as a part of the work of the General Assistance Center at The University of Alabama which is a federally funded project designed to assist schools in overcoming problems caused by sex and race discrimination.

The data from these needs assessment and evaluation studies were first analyzed by schools and school districts and reports were prepared for the schools based on these data. Neither the data nor the data summaries included in those reports suggests that the region of the country in which the students

live nor their rural-urban status are significantly related to the variables considered in this study although further examination of the question is contemplated.

As already stated, the records of all of the instruments were collected in the period 1969 to 1978. Those collected through 1974 are reported in A System for Assessing Affectivity and include, for the IAV, 1,126 students tested with the ESIIV, 3,429 tested with the JHSIIV, and 4,158 examined with the HSIIV; a total of 8,713 students. Thus, only about 8,500 of the 26,500 IAV records were collected in the period 1969-74 and about 18,000 were collected during 1975-78. All of the records collected in the period 1969-74 for all of the instruments in the system were collected by the complete testing of all of the students in individual schools and, therefore, represent only a small fraction of the 118,600 students represented by the IAV subjects in this study.

As can be seen, then, the samples represent large groups of students; far larger than the numbers of cases reported herein.

Feelings About School

Form 1 of the Feelings About School was used in all of the studies included in this report and will be referred to as the FAS. The FAS is an attitude test which consists of 50 true-false statements and is used in grades 4-12. A copy of FAS1 appears as Figure 1.

Insert Figure 1 about here

As with each of the instruments, the data are first summarized to provide descriptive and normative data and are then examined for trends by grade, sex, and race. The data summaries for the FAS are attached as Table 1. Included are the results from 25,616 students in grades 4 through 12 with groups sub-divided by grade and sex, and grade, sex, and race. Figure 2 depicts the data in graphic form. As can be noted from Figure 2, the data portray a highly undesirable condition. There is a very high correlation between grade and FAS scores; with the exception of scores in grades 11 and 12, which represent minor deviations from the trend, the higher the grade level of the students the lower is the FAS score. As children progress from grade 4 through grade 10, there is a rapid and negative change in scores from grade to grade. Whereas children in grade 4 have positive feelings about school, an average of 22.2, the children in grade 10 have much less positive feelings, an average of 1.5. The possible range of scores for the FAS is 50 to -50. It is important to note that the only positive increases in scores are after grade 10 when most of the children have passed compulsory attendance age. But these positive changes are dwarfed by the negative changes which preceded them.

Insert Table 1 and Figure 2 about here

Figure 3 presents the data by sex and grade. These data show significant differences between the two groups at each grade level. At each level females hold more positive attitudes toward school than do males. These differences are greater in the middle grade range--particularly grades 5 and 6--although they are substantial for most of the grades. Furthermore, if the data are graphed, they show that the two curves parallel each other and the same pattern of change is present for females and males.

Insert Figure 3 about here

Figure 4 presents the data by grade, sex, and race. These data more properly should be presented in the form of a histogram as are the data in Figures 2 and 3, however, the presentation is simpler in the form of the graph which is used. Caution should be exercised not to interpret the data as representing the same students from grade to grade which might be inferred from the use of a graph.

Insert Figure 4 about here

It is difficult to generalize from the data in Figure 4 except to say that the four sex-race groups have highly similar patterns of change from grade to grade. Beyond this it is possible to state that at all grade levels, except grade 8, white females hold more positive feelings about school than do the other three groups. Black female and black male students have similar patterns of change from grade to grade with black male students holding less positive attitudes toward school than black female students at all grade levels except grades 11 and 12. An interesting picture is shown by the curve for white male students who hold the least favorable attitudes toward school of the four groups and in grades 6, 7, 8, and 9.

Table 2 presents a one-way analysis of variance comparing the total scores of the four race by sex groups. This table shows that significant differences exist among the scores of the four groups. The group with the most favorable attitudes toward school (mean score = 10.5) is the white, female group. The lowest mean score (7.4) is held by white, male students. Black, female and black, male students differ little from each other (means of 8.4 for each group).

Insert Table 2 about here

Table 3 presents two-way analyses of variance of sex X race for each of the grade groups and for the total group. These show significant differences between the sex groups for the total and for each grade level except for grades 9 and 11. This information should be used in interpreting Figure 4. The results also indicate significant differences between the races except for grades 6 and 9. Except for grades 5, 8, and 9 there is a significant sex X race interaction (meaning that attitudes vary by race and sex as well as by race or sex).

In general, the race X sex interaction is not as significant as the effects of either race or sex which means that the bigger differences are related to sex or race differences and not to the attitudes of the race X sex groups.

Insert Table 3 about here

Thus, the FAS shows that progressive declines in positive attitudes toward school occur with an increase in school grade, that females hold more positive attitudes toward school than males, and that the race and sex groups differ from each other at each grade level. The most positive attitudes toward school for the total sample are held by white females and the least positive by white males.

Locus of Responsibility Scale

The Locus of Responsibility Scale (LORS) consists of 27 items and seeks to answer the question, who is making the decisions in the classroom? It yields three scores: 1. Teacher-Centered, 2. Interaction, and 3. Student-Centered. Teacher-centeredness is a measure of the degree to which teachers make decisions for their students. Interaction is the degree to which students and teachers interact while making decisions. And student-centeredness is a measure of the degree to which teachers permit students to make decisions for themselves. Too high a Teacher-Centered score shows that the teacher is dominating the decision making process and too high a Student-Centered score shows that the teacher may be adopting a laissez-faire relationship, or perhaps, ignoring some of the students. Scores on each variable can range from 0 to 54. A copy of the LORS is included as Figure 5.

Insert Figure 5 about here

Table 4 presents the LORS scores for the total group, by grades 4 through 12, by grade and sex, by grade and race, and by grade, sex, and race. These are graphed in Figures 6 through 10.

Figure 6 portrays the three LORS scores by grade. From grade 5 through grade 10 there is a progressive increase in teacher-centeredness and a progressive decrease in interaction scores. In grades 11 and 12, again following compulsory attendance age, there is a decrease in teacher-centeredness and an increase in interaction. Only in grade 5 does the amount of interaction exceed the amount of teacher-centeredness. This is an interesting observation judged in light of the increasing maturity of students in grades 5 through 10 and, supposedly, the greater capacity the students have to make decisions for themselves. In grade 4 students enjoy the greatest opportunity to make decisions for themselves that they will have at any subsequent time in their elementary and secondary education. As can be seen, the decrease results from the increased degree of teacher-centeredness.

Insert Table 4 and Figure 6 about here

The scores for male and female students on the three variables are plotted by grade in Figure 7. The pattern of these scores is remarkably like that of the FAS when the scores of male and female students are considered. The scores show that male students are more teacher dominated than are female students, that female students enjoy considerably more interaction with their teachers than do male students, and that male students are given more freedom to make decisions for themselves. This latter finding can be interpreted to mean that male students may be ignored more than female students. It is quite possible that teachers are more apprehensive about male students than females and, thus, may ignore them more. The data show that female students enjoy better relations with their teachers than those enjoyed by male students and the results are those that might be predicted from the FAS (or vice versa). Is it that students hold more positive attitudes toward school where they have a greater opportunity to at least share in decision making or to believe they have the opportunity to share?

Insert Figure 7 about here

Figure 8 displays the means of the three scores for each of the two races by grade. They also make possible a comparison between the scores of black and white and male and female students. The Teacher-Centered scores of the white students depicted in Figure 8 show that these scores are higher than are those of black students and also of male and female students in Figure 7. Black students enjoy greater interaction with their teachers than do white students.

Before proceeding further, it should be emphasized that on all of the instruments of the System for Assessing Affectivity we are dealing with perceptions held by people. The question might be raised, "Do the differences which have already been noted and which will be noted really exist?" There is no way of answering this question nor should an answer be attempted. All people can ever do is to react to the world in terms of how it appears to them. Thus, if black students perceive teachers as less dominating than do white students, then they react to this and not to some assumed reality.

Additionally, perceptions are affected by what people bring to a situation. A teacher may attempt to treat two children equally but if one of these children comes from a home or community environment in which he perceives himself as dominated and the second comes from one in which he feels he has opportunity to interact with the decision making authority or to make decisions for himself, then the second will feel more dominated by the teacher than will the first. Such differences could be basic to the black-white and female-male differences on the LORS and the other instruments in the System.

The black-white depictions of the Interaction scores also shows an interesting picture. Differences between the two groups are greatest in grades 4, 5, and 6 and again in grade 11. Also, in grades 4 to 6 and grade 12 white students perceive greater interaction with their teachers in decision making than do black students. Only in grades 5 and 6 does either group of students perceive a higher level of interactive decision making than teacher dominated decision making.

Figure 8 also shows significant differences in perceptions of the amount of decisions both black and white students make for themselves. Both groups report a decline from grade 4 through 12 although there are fluctuations from point to point. Black students believe they make more decisions for themselves than do white students.

Insert Figure 8 about here

Figure 9 presents the four sex-race group Teacher-Centered scores by grade. Figure 10 presents the Interaction and Student-Centered scores for the same groups and grades. The graphs in Figure 9 show clearly that the differences between the races is a more important factor in describing the Teacher-Centered scores than are the differences between the sexes. White students perceive their teachers as making more decisions for them than do black students. Furthermore, except at grade 12, male, white students perceive their teachers as making more decisions for them than do female, white students. Tables 5, 6, and 7 aid in the interpretation of Figures 9 and 10.

Insert Tables 5 through 7 and Figures 9 and 10

Table 5 gives a one-way analysis of the three LORS scores for the total group of students divided by sex and race. Table 6 gives a two-way analysis for the same data and Table 7 gives two-way analyses by grade. From Table 5 it can be seen that the three scores vary significantly among the four groups. It also is apparent from Table 5 that the biggest differences are on the Teacher-Centered and Student-Centered scores. Table 6 shows that for the Teacher-Centered scores the differences between the two races is much more statistically significant than the differences by sex or sex X race. For the Interaction scores, sex plays a more important role in the differences than does either race or interaction between sex and race. For Student-Centered scores there is no significant sex X race interaction and both sex and race are significantly related to the differences in scores with race being more highly associated with the differences than is sex.

Table 7 further clarifies the results presented in Figures 9 and 10. For example, the small differences in Teacher-Centered scores shown in grade 4 are not statistically significant. Likewise, the differences by sex on the

Teacher-Centered scores shown in Figure 9 is not significant by sex for grade 4, 5, 8, 9, 10, 11, and 12. The lack of significance by sex in these grades is even more clearly seen by referring back to Figure 7. On the other hand, except in grade 4, all of the differences between the four groups in Figure 9 (Teacher-Centered scores) are significant by racial division. Thus, it is clear that male and female students do not see the large differences in teacher domination of the decision making in their classrooms as are seen by white and black students. White students see their teachers as more dominating in the making of decisions than do black students.

Another major observation is that, as seen by Figure 9, in general the four sex-race groups see the amount of teacher domination increasing from grade 5 through grade 10. Between grade 10 and grade 11 the amount of domination decreases. It decreases further for white students in grade 12 but increases for black students.

The Interaction scores presented in Figures 7-10 are more difficult to interpret than are the Teacher-Centered scores. The association of sex with the differences is clear from Figure 7 but somewhat less clear from Figure 10. This, in part, is due to the fact that a clear-cut association between Interaction scores and the race of the students (see Figure 8) is not present. Thus, the differences in the Teacher-Centered scores are more closely associated with differences in race than with differences in sex but differences in Interaction scores are more closely associated with sex than with race. This can be seen from the descriptive data in Table 4, the one-way analysis of variance for the total group in Table 5, the two-way analysis in Table 6, and the two-way analyses by grade in Table 7.

The above paragraph can be interpreted to say that both black and white female students as a total group experience their teachers as more interactive than do either black or white male students.

Figure 10 also displays the Student-Centered scores by sex and race for each of the grades. In general, the graphs of each of the sex X race groups follows the same pattern from grade 4 through grade 12. There is a decline in Student-Centeredness from grade 4 through grade 11 and a slight increase in grade 12. Figure 10 indicates that race is more clearly associated with differences in Student-Centeredness than is sex, which is also shown by comparing Figures 7 and 8 and by examination of Tables 6 and 7.

Thus, students experience more Teacher-Centeredness than Interaction, the amount of the Teacher-Centeredness increases with grade, and the amount of Interaction decreases. Teachers dominate male students more than female students but the domination of white students is even greater, especially after

grade 6. Teachers interact more with female students than with male students and the interaction of teachers is less closely associated with the race of the students than with their sexes. Finally, male, black students experience the greatest amount of independence (or are they ignored to a greater degree) than the other three race-sex groups and female, white students have the lowest level of student-centeredness. This latter conclusion results from the fact that teachers dominate or interact with white female students to such a great degree that there is little opportunity left for white female students to make decisions by themselves.

Relationship Inventory

A copy of the Relationship Inventory is appended as Figure 11. This Inventory contains 72 items which are answered on a six-point Likert-type scale to describe the quality of the relationship a student perceives exists between him and his teacher. The answers to these 72 items yield four scores. These scores are measures of relationship characteristics needed by teachers in order to open children to their experience and to continue them as open people. Open people are more creative and imaginative and much better able to use the potential they possess for intelligent behavior. The four characteristics are Level of Regard (how the teacher regards the worth of the child as an individual), Empathic Understanding (the ability of a teacher to understand a child as the child understands himself), Unconditionality of Regard (to what degree does a teacher place a "price" on his regard for the student -- does he regard him as important regardless of how he behaves, dresses, lives, etc.?), and Congruence (is the teacher behaving in a manner consistent with what he is thinking or feeling?). Normative and descriptive data for the Relationship Inventory are given in Table 8.

Insert Figure 11 and Table 8 about here

Figure 12 depicts the means of the four scores by grade levels. From this table it is evident that teachers find it easier to like children (Level of Regard) and to be honest with them (Congruence) than to understand them as they understand themselves (Empathic Understanding), or to accept them unconditionally (Unconditionality of Regard). The means in Figure 12 are based on the completed returns of 29,078 students in grades 6 through 12. Since each of the scores can vary from -54 to 54, the data in Figure 12 also show that teachers do not score high on any of the Relationship Inventory variables.

Insert Figure 12 about here

Figure 13 presents a graph of the means of the Level of Regard and Empathic Understanding scores for female and male students by grade. Figure 14 presents similar scores for the Unconditionality of Regard and Congruence Scores. These data are further described in Table 9 which also presents a one-way analysis of variance of the scores by sex and in Table 10 which presents one-way analyses of variance of the scores by sex and grade. These data show that scores tend to decrease from grade 6 to grade 8, rise slightly in grade 9, again reduce slightly in grade 10, and increase significantly in grades 11 and 12. As with the FAS and the LORS the process of decline in scores appears to be stemmed after compulsory attendance age is reached.

Insert Figures 13 and 14 and Tables 9 and 10 about here

The most notable feature about Figures 13 and 14 is the fact that the means of each of the scores for each of the grades is higher for the females than for the males. Table 9 shows that the differences for the total group by sex are statistically significant at high levels of confidence. When the data are analyzed by grade, as in Table 10, it is seen that differences in each of the scores is significant at each of the grades except for the Unconditionality of Regard score in grade 8 where the level of confidence is only .089 which is insufficient to conclude that the difference is statistically significant. Even here, though, the mean difference favors the female students. Thus, with a high degree of confidence it can be concluded that the differences in the descriptions of the relationship qualities given by female and male students are significant and they show that females enjoy a better quality of relationship with their teachers than do the males.

Figure 15 presents the means of the Level of Regard and Empathic Understanding scores for black and white students. Figure 16 presents the means for the same two groups, also by grade, for the Unconditionality of Regard and Congruence scores. These two figures show that with the exceptions of grades 7 and 8 on the Level of Regard and Empathic Understanding scores, white students describe their relationships with their teachers as more favorable than those described by black students. With the exception of the Congruence scores, the differences by race shown in Figures 15 and 16 are smaller than those in Figures 13 and 14 which presented sex differences. This is interpreted to mean that although white students describe more positive relationships with their teachers than do black students, with the exception of the Congruence scores the more important factor in determining the difference is sex. With Congruence, the difference is more highly associated with race -- as described by students, teachers are more honest with white students than with black students.

Insert Figures 15 and 16 about here

Figures 17-20 and Table 11 present the data for the sex-race groups by grade. As shown by Table 11, all of the differences in Figures 17-20 are statistically significant with the exception of the Unconditionality of Regard scores in grade 8 (probability level = .066), and the Level of regard scores at grade 11 (probability level = .122). Again, it is concluded that significant differences appear between the four sex-race groups on each of the four scores, and at almost all of the grade levels.

Insert Figures 17-20 and Table 11 about here

Figures 17-20 require individual interpretations since the pattern presented by each differs from the others. The Level of Regard means in Figure 17 show that with the exception of the grade 8 mean, white, female students describe their relationships with their teachers as more positive than those described by any of the other groups. Differences between black and white male students are not great in grades 6, 7, and 8 and the means do not favor either of the groups at this level but from grade 9 through grade 12, the difference favors the white, male students. Thus, it appears appropriate to conclude that the best relationships with teachers, as described by the Level of Regard score are enjoyed by white females, the next best by black females, the third best by white males, and the poorest by black males.

The picture for the Empathic Understanding means in Figure 18 is not as clear as that for the Level of Regard scores. Again, at the grade 8 level, white females have a poorer relationship with their teachers than at any other grade level. With the exception of grade 8, white females enjoy the best relationships, as measured by Empathic Understanding scores, of any of the four groups. Except at grade 12 where white males have Empathic Understanding scores above those of the black females and at grade 11 where white males and black females have about the same average score, male students have poorer relationships with their teachers than either black or white females. Thus, it may be concluded that as described by the Empathic Understanding score, the best relationships are enjoyed by white females, the next best by black females, and the poorest by white and black males.

Figure 19 presents the Unconditionality of Regard scores and shows that the major differences are between the scores of black males and those of the remaining three groups. The poorest relationships, as measured by the Unconditionality of Regard scores, are enjoyed by black males; however, no group enjoys scores which can be described as desirable.

Figure 20 presents the means of the four groups on the Congruence scores. The order of the means at each grade level is the same and they show that teachers are more honest in their relationships with white students than with

black students, that white, female students have the most favorable relationships, white, male students the next most favorable, black, female students the third most favorable, and black male students the least favorable. Teachers are most honest with white females (do white female students present the least threat--are teachers less apprehensive about their relationships with--to their teachers?) and least honest with black male students.

Thus, highly significant differences exist among the four Relationship Inventory scores for the sex and race groups which were examined. It is clear that no students enjoy what would be regarded as positive relationships with their teachers although teachers appear to find it easier to like students and to be honest with them than to understand them or to be unconditional in their regard for them. It is concluded, too, that females enjoy better relationships with their teachers than do males and that white students have better relationships with their teachers than do black students although the differences which are associated with race are less significant than those associated with sex with the exception of Congruence. With regard to congruence it is clear that teachers offer black, male students, as seen by these students, poorer quality relationships than they do the other three sex-race groups. In short, teachers are least honest with black, male students. In regard to other characteristics, white females enjoy the best relationships and the poorest relationships are described by black males or black and white males. Black females, with the exception of the Congruence scores have the second best relationships with their teachers.

Index of Adjustment and Values

The Index of Adjustment and Values was designed to measure the perceptions of self and other people of college age students and other adults. In the late 1950's three additional forms of the IAV were developed for use with school-age children. These three levels were: The Elementary School IAV (ESIAV) which is used in grades 3 through 5; the Junior High School IAV (JHSIAV) for grades 6 through 8 or 9; and the High School IAV (HSIAV) for grades 9 through 12. Only the lower three forms of the IAV are reported on in this paper and copies of the currently used machine scored answer sheets are included as Figures 21 through 23.

Insert Figures 21 through 23 about here

Descriptions of the ESIAV, JHSIAV and HSIAV

As can be seen from Figure 23, the HSIAV has two major facets--37 trait words which lead to descriptions of oneself and the same 37 trait words which lead to descriptions of the perceptions a respondent has of other people in his peer group. To complete the self description, a person takes one of the

trait words and inserts it in the sentence, "I am a _____ person" and then selects a rating on a five-point scale ranging from "seldom" to "most of the time" to describe his perception of himself in respect to this trait. These ratings appear in column I of the form and the total of the ratings in this column is defined as the Self Concept.

The subject then takes the trait word and makes another evaluation of himself, again on a five-point scale, to express his liking or disliking of himself. This is column II of the self form and the total of the ratings in this column is defined as the person's Self Acceptance or Acceptance of Self.

Finally, the student takes the same trait word, inserts it in the sentence, "I would like to be a _____ person," and again selects a rating from a five-point scale to tell how often he would like to be this kind of person. These are the ratings included in column III of the self form of the HSIIV and the sum of the ratings in this column is defined as the Ideal Self.

The differences in the ratings between column I, the Self Concept, and column III, the Ideal Self, are used to develop two additional scores. The first of these is called Self Discrepancy and is computed by finding the differences in the column I and column III ratings, trait by trait, and summing these differences without regard for their signs. The second derived score is called Self-Ideal Discrepancy and is referred to as either Positive Self-Ideal Discrepancy (PSID) or Negative Self-Ideal Discrepancy (NSID). Self-Ideal Discrepancy is computed by subtracting the column I total score from the column III total score; it is called PSID if the result is positive and NSID if the result is negative. Self-Ideal Discrepancy, then, is a measure of the degree to which the traits on the HSIIV are idealized or rejected by the student. Self Discrepancy is a measure of how far the student is from his ideal. Self Discrepancy has been described by Bills as a measure of personal adjustment.

After the student has finished his self description, he is then asked to think of other people in his own peer group, for example, other ninth or tenth graders and to fill out the "Others" side of the form to describe how most of these people would fill it out for themselves.

Two additional scores need to be described. The first of these is named Category Distribution and groups people in one of four groups which include ++, - +, + -, and --. A ++ person is one whose Self Acceptance score is above the population mean and whose Acceptance of Others score is equal to or greater than his self score. A - + person has a Self Acceptance score below average and an Acceptance of Others score equal to or greater than his Acceptance of Self score. On the other hand, a person with an Acceptance of Self score above the mean and also above his Acceptance of Others score is a + - person.

And a person whose Acceptance of Self score is below the mean and whose Acceptance of Others score is below his Acceptance of Self score is --. Thus, people who believe they have average or above average worth and who believe that other people have at least as much worth are classed as ++; those who believe they have below average worth and who also believe that other people are more worthy are - +; those who see themselves as more worthy than average and others as less worthy than they are + -; and those who see little worth in themselves and less worth in others are --.

As noted in A System for Assessing Affectivity, it is possible to arrange the four category groups in order of psychological health: ++, - +, + -, and --. Changes from ++ toward -- are evaluated as undesirable and from -- toward ++ are desirable.

The final score is derived from the Category Distribution. It is called the Category Score and is computed by obtaining the absolute difference between the Self Acceptance score and the Acceptance of Others score. For ++ and - + people the difference between these scores is the Category Score; for + - and -- people the Category Score is the difference plus a constant of 50. The Self Discrepancy score, described above, has been defined as a measure of personal adjustment since it measures how far a person is from his own goals; the Category Score is a measure of social adjustment since it measures the distance between a person's perceived acceptability and his perception of other people's acceptability. All of the variables described above are referred to as self concept variables in this paper.

In general, the higher an IAV score, the more positive it is considered to be. Exceptions to this statement are to be found in the Self Discrepancy and Others Self Discrepancy scores. The higher these scores, the further the person is from his ideal and the less desirable the score.

The JHSIAV is similar to the HSIIV and yields the same scores. The two differences between the JHSIAV and the HSIIV are that the JHSIAV contains only 35 trait words and the ratings on the JHSIAV are made on three-point scales.

The ESIAV differs from the other levels by asking children to answer 19 questions to describe themselves and most of the people in their peer group. A child is asked, for example, "Are you truthful?" He responds by answering "Yes," "No," or "Sometimes" as can be seen from Figure 23. He is then asked "Do you like the way you are?" Again, he responds on a three-point scale by saying "Yes," "No," or "Don't Care." and finally, he is asked, "Would you like to be truthful?" to which he responds "Yes," "No," or "Sometimes." The questions for the self description are given in Figure 24 and for others in Figure 25.

Insert Figures 24 and 25 about here

The IAV Data

The data for each of the three levels of the IAV were grouped first by grade, sex, race, sex and grade, race and grade, sex and race, and sex and race by grades. They were then summarized and then analyzed by analysis of variance and other methods. The descriptive data for the three levels of the IAV discussed in this paper are included as Tables 12 through 32.

The number of the analyses and the fact that a large proportion is concerned with nine scores from three different levels of the IAV and are further subdivided by grade, sex, race, and combinations of these, precludes an exhaustive discussion of the results which are presented in the tables included in this report. A decision was reached to report the results of all of the analyses in tabular form and to summarize the more striking results by means of histograms. Included in this section of the paper are 51 tables and 20 figures which present the analyses of the data of the study. These are presented in separate sections below.

The large volume of tabular data is necessitated by the different size N's in each of the main divisions of the presentation. The largest N's appear in the tables which present the data divided according to grade. Somewhat smaller N's occur when the data are divided by sex and still smaller N's are available when the data are divided by sex and grade since each new factor introduces more cases without complete identification. Since identification by race was not requested in many instances and was not supplied in some instances where it was requested, the N's for the divisions by race are the smallest of the grade-sex-race groups. Finally, when the data are divided by sex and race and then further subdivided by grade, the smallest N's appear. Because of the variable nature of the N's, it is necessary to report the subdivisions separately for a comprehensive examination of the data; otherwise it would be possible to eliminate a large number of the tables.

Interval-Type Data

As can be seen from the descriptions of the three IAV levels used in the study, two types of data are available. The first of these consists of the nine interval-type scores and includes Self Concept, Self Acceptance, Ideal Self, Self Discrepancy, Others Self Concept, Others Self Acceptance, Others Ideal Self, Others Self Discrepancy, and the Category Score. The second type of data is nominative and includes the Self-Ideal Discrepancy categorization and the Category Distributions. These two types of analyses are reported in separate sections below.

Normative and Descriptive Data. Tables 12 through 32 contain the descriptive data for the three levels of the IAV discussed in this paper. These data are of value in describing the shapes of the distributions and in providing normative data for the ESIIV, the JHSIIV, and the HSIIV.

Insert Tables 12 through 32 about here

Grade Level Data. Tables 33, 34, and 35 contain analyses of the data by grades for each of the three levels of the IAV and for the nine interval-type scores. Figure 26 summarizes the means of the Ideal Self scores for the three levels and is included for assistance in comparing this same score when the group is further divided by race and sex. Figure 26 also serves to illustrate two other features of the data. First, when sex and race data are lumped together highly significant differences are obscured. Second, Figure 26 illustrates the non-comparability of the data for the above nine interval-type scores from one IAV level to another. Since there are only 19 items on three-point scales on the ESIIV, the range of Ideal Self scores is from 19 to 57. The comparable ranges for the JHSIIV and HSIIV are 35-105 and 37-185 respectively.

Insert Tables 33, 34, and 35 and Figure 26 about here

The data in Tables 33, 34, and 35 illustrate another feature of the comparisons presented in the IAV tables; most of them are statistically significant at the .05 level of confidence or less and most of them have much smaller probability levels than the .05 level. This is not unexpected in a study with N's as large as those in the present study, and the size of the N's insures considerable stability in the means and even small differences become statistically significant ones. It is therefore most important to look at statistics other than F 's resulting from analyses of variance and their associated degrees of freedom and probability levels in assessing the meaning of the results. As will be seen from later tables which present two-way analyses of variance, many of the et s are so small as to be of little value in prediction; many of them, though, are sufficiently high to have practical significance.

Tables 33, 34, and 35 show large F 's and small probability levels associated with grade level differences for Self Concept, Self Acceptance, Self Discrepancy, and Others Self Discrepancy on the ESIIV; for Ideal Self and Others Ideal Self on the JHSIIV, and for Self Concept, Ideal Self, Self Discrepancy, Others Self Acceptance, Others Ideal Self, and Category Score on the HSIIV. These particular results may be used to illustrate an important feature of the data--the higher the grade level of the students, the greater are the differences among the students.

Female and Male Data. Tables 36, 37, and 38 present data for the nine interval-type scores of the three IAV levels. These data show impressive

differences at each of the three levels between the ideal selves and the perceptions of other people's ideal selves of the male and female subjects. Without exception, females have significantly higher Ideal Self and Others Ideal Self scores than do males. Again, the differences between the two sex groups appears to increase from one IAV level to another.

Insert Tables 36, 37, and 38 about here

Self Concept scores of females and males do not differ significantly from each other at the ESIIV level but become significantly different at the JHSIIV level and even more significantly different at the HSIIV level. Likewise, differences in the Ideal Self scores and Others Ideal Self scores of the males and females increase with increase in IAV level. No significant difference is present in the Self Acceptance scores of females and males at the ESIIV level but at the JHSIIV level males are significantly lower in self acceptance and the difference is even greater at the HSIIV level. Obviously, developmental trends are present when the data are examined by the sex of the respondent.

The examination of the data by the sex of the students is further subdivided in Tables 39, 40, and 41 wherein they are examined by the grade level of the students. These tables add little to what has already been said.

Insert Tables 39, 40, and 41 about here

Data by Race. Tables 42, 43, and 44 present comparisons of each of the nine interval-type scores for each of the three levels of the IAV. The data in these three tables indicate that the differences between black and white students are greater than are the differences between male and female students. As will be seen later in this presentation, the interaction effect between race and sex is of considerably less significance than the main effects of race and sex. The interaction effect is even less pronounced at the ESIIV level than at the other two IAV levels. A comparison of the data presented in Tables 42, 43 and 44 with those presented in tables 33, 34, and 35 and 36, 37, and 38 indicates that the factor most highly associated with differences in IAV scores is race with sex the second most important factor, and grade the least important factor.

Insert Tables 42, 43, and 44 about here

The data in Tables 42, 43, and 44 show that at the ESIIV and JHSIIV levels, black students have higher Self Concept scores than white students. At all three levels, black students have significantly higher Self Acceptance scores.

The most striking, and probably the most socially significant, differences in the scores of the black and white students are in the Ideal Self and Others Ideal Self scores. At all three levels, black students have lower Ideal Self and Others Ideal Self scores than do white students. The difference is greatest at the JHSIIV level.

The data for the two racial groups are further subdivided by grade in Tables

45, 46 and 47. These data do not serve to further clarify the analysis but are presented as part of the total picture.

Insert Tables 45, 46, and 47 about here

Sex by Race Data. Tables 48, 49, and 50 present one-way analyses of variance for the four race by sex groups and for the three levels of the IAV considered in the study. These data are presented to aid in the interpretation of the two-way analyses of sex by race presented in Tables 51, 52, and 53.

Insert Tables 48 through 53 about here

The data in Tables 51, 52, and 53 show many of the features already described by the earlier discussions. These include the fact that the interactive effect of race and sex is usually less significant than the main effect of sex which, in turn, is less significant than the effect of race. Likewise, differences tend to increase from level to level of the IAV.

The most significant differences shown by Tables 51, 52, and 53 relate to Self Concept, Self Acceptance, Ideal Self, Others Self Concept, Others Self Acceptance, and Others Ideal Self. The discussion of these differences is deferred until after the presentation of the next two sets of tables.

Tables 54, 55, and 56 present one-way analyses of the race by sex data further subdivided by grade. Tables 57, 58, and 59 present the corresponding two-way analyses of sex X race for each grade.

Insert Tables 54 through 59 about here

To clarify the relationships presented in Tables 54 through 59, a series of figures is presented below. These figures highlight the most significant differences in the six tables. Figures 27, 28, and 29 graphically present Ideal Self scores by grades and by IAV levels for each of the four sex-race groups. The generalization that differences become more pronounced at the higher grade levels is immediately apparent from the data.

Insert Figures 27, 28, and 29 about here

A second characteristic of the data is also readily apparent. The highest Ideal Self scores at each grade level are held by white, female students. And a third generalization is likewise apparent. Except at grades 4 and 5, where the differences in the race X sex groups are small, white females have the highest Ideal Self scores, white males have the next highest, the third highest scores are held by black females, and black males have the lowest scores. Within each of the races, females accept the values inherent in the IAV to a higher degree than do the males although it should be emphasized that the Ideal Self scores of the white males are higher than those of the black females.

Figures 30, 31, and 32 present essentially the same picture of Others Ideal Self scores as that presented for Ideal Self scores by Figures 27, 28, and 29.

At each level white, female students perceive other people as having higher values than do the remaining three race-sex groups. There are two significant differences in the patterns of these two groups of figures. At the level of grades 11 and 12, black females hold higher values than white males and in grade 12, black males have higher values than white males. These patterns may be the consequence of differential drop-out rates for male and female and black and white students. The data for many of the black students were collected in schools where drop-out rates are high and those who remain in school after the compulsory attendance age, represent a select group of people.

Insert Figures 30, 31, and 32 about here

Self-Ideal Discrepancy and Category Distributions

The data for the non-parametric measures of Self-Ideal Discrepancy and for Category Distribution are presented in the sections which follow. These data are nominal data and thus differ from the data presented to this point.

Self-Ideal Discrepancy. Self-Ideal Discrepancy is determined by subtracting the Self Concept score from the Ideal Self score. If the remainder is positive, the subject is classified as Positive Self-Ideal Discrepant (PSID); if the remainder is negative the person is classified as negative Self-Ideal Discrepant (NSID). Thus, a person is either PSID or NSID and a percentage can be computed for a group to indicate the amount of PSID or NSID. The frequencies and percentages of PSID and NSID are presented in Tables 60, 61, and 62 and are further depicted in Figures 33, 34, and 35.

Insert Tables 60 through 62 and Figures 33 through 35 about here

Figure 33 portrays the percentage of NSID students by grade. There appears to be a difference between the results produced by the ESIIV and the other two forms. Part of this difference is probably the result of the difference in the forms of the instruments but when it is considered that the results are expressed in terms of percentages, it seems likely that at least part of the difference in results between grades 3-5 and grades 6-12 may represent significant changes in children. Observations in schools suggest that large differences are appearing between children in grades 3-5 and children in grades 6-8, so much so that discipline and maintenance of order have become primary concerns for the majority of teachers. The problem of discipline may very well be related to the large percentage of children in grades 6-8 who are rejecting the type of values included in the IAV.

Insert Footnote 1 about here

The most important feature of Figure 33 is the fact that the largest percentage of NSID students appears in grade 6 and there is a steady decline, with the exception of grade 11, through grade 12.

Figure 34 shows the same overall pattern as that shown by Figure 33 but the grade groups are subdivided by sex. At each grade level the percentage of NSID is lower for females than for males. Tables 60, 61, and 62 show that the differences between males and females are statistically significant at all grade levels except for grades 8 and 12.

Figure 35 compares black and white students for grades 3 through 12. At each of the grade levels the larger percentage of NSID students is black. These differences are statistically significant except at grade 5 and the chi-square values associated with the differences suggest that the differences in NSID percentages is greater between black and white students than between male and female students.

Category Distribution. Tables 60, 61, and 62 also include the frequency and percentage distributions of students in the four categories ++, -+, +-, and --. The major features of these tables are emphasized in Figures 36 through 38.

Insert Figures 36 through 38 about here

Figures 36, 37, and 38 show a generally degenerating relationship between Acceptance of Self and Acceptance of Others. In grades 3 and 4, the largest group of students is ++ and the smallest group is --. In grade 5 the pattern begins to change and the largest group of the students is -+ which means a questioning by a person of his own worth. In grades 6 to 8 there is a further reduction of the percentage of ++ students, although, it remains practically constant throughout the grade range. In grades 9 through 11 there is a further reduction in the percentage of ++ students and only in grade 12 is there a slight increase. At the high school level, only about one out of seven students values his own worth and that of other people. The percentage is only slightly higher at the junior high level where only about one out of five students values his own worth and that of other people.

From grade 6 through grade 12 there is little change in the percentage of -- students, thus, changes which occur in the pattern are more readily attributable to changes in the remaining three categories. The process of change is steady and involves both perceptions of self and of other people. Beginning at grade 3, Self Acceptance declines as shown by the decrease in the percentage of ++ students. This change is more pronounced in grades 3 through 5 but also occurs between grade 5 and grade 6 and again between grade 8 and

grade 9. Students at first question their own worth which results in a decrease in the percentage of ++ students and an increase in the percentage of - + students. But also beginning at grade 3 there is an increase in defensiveness which results in increasing percentages of + - students. Thus, as children mature they first begin to question their own worth and then to question the worth of other people. These changes can be seen in Figures 39 through 42.

Insert Figures 39 through 42 about here

Figures 43, 44, and 45 further delineate the problem and depict the differences presented in Tables 60, 61 and 62 as these differences relate to the four race X sex groups for each of the three IAV levels. At the ESIIV level, the largest percentage of ++ students is found in the black female group and the smallest percentage in the white male group although the difference between white male and white female students is small. Furthermore, and also at the ESIIV level, the largest group of people to question its own worth is the white female group with the white male group a close second.

Insert Figures 43 through 45 about here

Although the predominant pattern for white students at the ESIIV level is - +, this begins to change at the JHSIIV level where more white students are + - than - +. However, for each of the three levels of the IAV there is a highly significant increase in the percentage of + - black students so that at each level the percentage of black students who are + - exceeds that of the white students.

The most significant portion of the picture presented by Figures 43 through 45 is the relative percentages of - + and + - students in the black and white groups. For black students, both male and female, at each of the three IAV levels there is a larger percentage of + - people than - + people. For white students there is a larger percentage of - +, both male and female, at the ESIIV level; a larger percentage of - + white females at the JHSIIV level, and a larger percentage of + - white males at the JHSIIV level; and of white females and white males at the HSIIV level. However, the level of + - white students does not exceed that of the black students above the ESIIV level except for white males in comparison with black males at the JHSIIV level.

Perhaps the most meaningful comparisons are those given in Tables 60, 61 and 62 for each of the IAV levels and in the comparison of black and white students. At each level, white students openly question their own worth (- +) while black students question the worth of other people. The differences

between the black and white groups becomes less with increase in IAV level, not because there is an improvement in the perceptions of self and others of the students but because of the progressive and differential degeneration of the healthy perceptions of both groups.

Parent Inventory

The Parent Inventory is a 35 item multiple-choice instrument which is sent to the homes of the parents, usually by the youngest child in the family, completed by the parents, and returned to the school by the youngest child. Parents are asked to complete the instrument for each level of a school in which they have a child or children. The most usual division of a school is by grades 1-3, 4-6, 7-9, and 10-12. The Parent Inventory can be scored to give an attitude score for the parents. The higher the score, the more positive is the attitude of the parents. Only certain items of the Parent Inventory are scored and these include none of the demographic items or items such as items 8, 10, and 12. A copy of Version 3 of the Parent Inventory is included as Figure 46. The possible range of scores on the Parent Inventory is -29 to 35.

Insert Figure 46 about here

Normative and descriptive data for the Parent Inventory are included as Table 63. The data are summarized by grade levels and by race by grade levels.

Insert Table 63 about here

The data in Table 63 are graphed in Figures 47 and 48. Figure 47 shows the scores for all of the parents and for each of the four school levels. Obviously, there is a significant decline in positive parent attitude toward school from grades 1-3 through grades 10-12. This is attested to by the data in Table 64 which shows that the decline is a most significant one.

Insert Figures 47 and 48 and Table 64 about here

The graphs in Figure 48 are not directly comparable to the graph of Figure 47 since the N's in the two figures are different. The graph in Figure 47 is based on the returns from 28,052 homes. The graphs in Figure 48 are based on 4,215 black homes and 5,262 white homes, a total of 9,477 homes. The difference is caused by the fact that all families in the total group could not be identified by race.

Figure 48 shows that changes in attitudes across the grade levels is not the same for black and white parents. The data in Table 64 show that the difference between black and white parents in grades 1-3 is not statistically significant; it could have occurred by chance alone. But the differences at each of the other three grade levels is significant. At each successive grade level, there is a progressive decrease in positive attitude toward the schools

for white parents and an irregular change for black parents. The most significant feature of the graph of the black parents' attitudes is that the attitudes are more positive in grades 4-6 than in the other three levels and that the latter three levels do not differ substantially from each other. On the other hand, except at the grade 1-3 level, black parents hold more positive attitudes toward the schools than do white parents.

Discussion

The FAS shows that progressive declines in positive attitudes toward school occur with an increase in school grade, that females hold more positive attitudes toward school than males, and that the race and sex groups differ from each other at each grade level. The most positive attitudes toward school for the total sample are held by white females and the least positive by white males.

The LORS shows that students experience more Teacher-Centeredness than Interaction, that the amount of Teacher-Centeredness increases with grade, and the amount of Interaction decreases with grade. In general, the further children go in school, the less opportunity they have to make decisions for themselves.

The LORS also shows that teachers dominate male students more than female students but that the domination of white students is even greater, especially after grade 6. Teachers interact more with female students than with male students and the interaction of teachers is less closely associated with the race of the students than with their sexes. Finally, male, black students experience the greatest amount of independence (or they are ignored to a greater degree) than the other three race-sex groups and female, white students have the lowest level of individual decision making (they make more decisions in interaction with the teachers). This latter conclusion results from the fact that teachers dominate or interact with white, female students to such a great degree that there is little opportunity left for white, female students to make decisions by themselves. Teachers also appear to be so busy interacting with white, female students that they have relatively little time to interact with the remaining students.

The Relationship Inventory shows clearly that no students enjoy what would be regarded as positive relationships with their teachers although teachers appear to find it easier to like students and to be honest with them than to understand them or to be unconditional in their regard for them. Again, females enjoy better relationships with their teachers than do males and white students have better relationships with their teachers than do black students although the differences which are associated with race are less significant than those associated with sex with the exception of honesty (congruence). With regard to

Congruence, it is clear that teachers offer black, male students, as seen by these students, poorer quality relationships than they do the other three sex-race groups. In short, teachers are least honest with black, male students. In regard to other characteristics, white females enjoy the best relationships and the poorest relationships are described by black males or black and white males. Black females, with the exception of the Congruence scores have the second best relationships with their teachers.

The most extensive evidence regarding the affective effects of educational experiences on students is provided by the Index of Adjustment and Values. These data show significant relationships between most of the self concept variables studied and the demographic variables of grade, sex, and race.

The IAV data show developmental trends. Although some of these changes appear to be of a positive nature, the data overwhelmingly support the conclusion that progressive deterioration is present in perceptions of self and other people and in adherence to a set of values, many of which are of basic importance in human welfare and relationships. In short, the data picture the developmental trends in self concept variables as negative leading to doubts about self worth and the worth of other people, to increased defensiveness, and to rejection of values which are basic to feelings of worth, beliefs in the dignity and worth of other people, adequate interpersonal relationships, and principled behavior.

Differences between female and male students on the self concept variables are of social and personal significance, are extensive, and become greater from one IAV level to another. But these differences are much less significant than the differences between black and white students. The complete picture is seen, however, only when differences in the sex-race groups are examined for developmental trends from one IAV level to another.

At least one aspect of the developmental picture seems to indicate some degree of positiveness. This is the measure of Self-Ideal Discrepancy; a reflection of the acceptance or rejection of values such as those inherent in the IAV. Beginning at grade 6, there is a progressive decline in Negative Self-Ideal Discrepancy with increase in grade. But this finding has at least one negative aspect--the increase between grades 5 and 6 is large and undesirable. Worse still, what appears to be a trend may in fact not be a trend. Only additional study can determine if a trend does exist. It is quite possible that the large percentages of Negative Self-Ideal Discrepant students in the middle grade range may be a shadow of coming events. There is no assurance that when the children in grade 6 of the sample reach grade 10 or 11 or 12 that they will have become less Negative Self-Ideal Discrepant. There is only a hope that this will occur with a mandate that the schools organize themselves to work

with students in such ways that will increase the likelihood that the more positive change will occur.

When the data are examined by the sex of the student, there is evidence that significant differences between male and female students are present in the self concept variables. These differences appear in each of the comparisons and at each of the levels studied. Furthermore, as age level increases, the size of the differences increases. Of special importance are the differences between females and males in scores such as Self Concept, Self Acceptance, Ideal Self, and Others Ideal Self. Significant differences in these scores appear at the JHSIAV level and in these comparisons male students have lower scores than female students; for example, males have lower scores than females on Self Concept, Self Acceptance, Ideal Self, and Others Ideal Self.

But as important as the differences between the sexes are, the differences among the races are of even greater importance. For example, the division of the data by race produces some surprising differences in light of existing stereotypes. One of the more influential arguments presented to the United States Supreme Court and which, in turn, led to its 1954 decision that separate schools for black and white students are inherently unequal, was the argument that the inherently inferior black schools cause black students to have less positive self concepts than do white students. This conclusion has been questioned by the results of several studies since it was presented to the Court. The data from this study offer further reason for questioning the validity of the argument. Significant differences in Self Concept scores exist at both the ESIIV and JHSIAV levels and these differences show that black students have higher Self Concept scores than do white students. Furthermore, the observation from the data that black and white students tend to become more like each other in the relationships of Self Acceptance and Others Self Acceptance scores in the upper grades, appears only to be the result of more rapid deterioration within white students in these grades and does not result from a change in the developmental directions of black students.

Probably the most significant finding in the comparisons of the two races in the study is the observation that black students have lower Ideal Self scores and lower Others Ideal Self scores than white students. The question must be raised, "Is this rejection by the black students of the values represented in the IAV a result of the definition of these values as white values?" Certainly, the expression "white, middle-class values" has become a common one. Perhaps this definition is basic to the high level of rejection of these values shown by most of the students in the study. If so, then the schools must seek to redefine these values as something other than middle-class, white "hangups."

Certainly there is nothing about values such as consideration, dependability, generosity, helpfulness, kindness, sincerity, trustworthiness, and others that makes them important only for middle-class, white people or that should class them as "hangups." They become "hangups" only when they are viewed as absolutes and they have often been viewed as such in our culture in the past years. They are functional values which can lead to principled behavior.

When the sex and race groups are further divided into four sub-groups, other important findings emerge. Principal among these is the fact that white females have the highest Self Ideal scores and are followed in order by white males, black females, and black males. It seems apparent from many things such as the recent rapid change in sex roles and in the Woman's movement that many females do not believe they should be the sole defenders of society's values. As a consequence, many women appear to be rejecting the values. Considered in light of the Negative Self-Ideal Discrepancy data presented in this paper, it is obvious that a wholesale rejection of values such as those represented by the IAV is present in school-age children, especially at the junior high school level. Many of these values, as already stated, appear necessary for human satisfaction and even for the survival of the society and its members. It is unreasonable to ask or to demand that females, and in particular white females (as shown by the results of this study), be the sole defenders of these values but it would be equally regrettable if females begin to reject the values even more than they appear to be doing. The solution to the problem of currently changing values appears to be to raise the valuing of black females, black males, and white males of school age to be more like that of white females; not the lowering of the values of the white females to make them more like the remaining three groups.

During the period when the negative changes shown by the Feelings About School, the Locus of Responsibility Scale, the Relationship Inventory, and the three levels of the Index of Adjustment and Values included in this study were occurring, similar negative changes were occurring in the attitudes of parents toward the schools. These changes were rapid and regular and occurred more in white parents than in black parents. Parents' attitudes become more negative as children progress from grade level to grade level.

It would be easy to jump to the conclusion that the highly negative changes in affect noted in this report as occurring as children progress through school, between male and female students, and between black and white students are the results of negative school experiences. That might be the case but there is no way of determining it from the data of the study. Furthermore, to place the blame for the negative findings at the feet of the schools would mean that important facts have been overlooked. Schools are but one of society's institutions. There are many

institutions which affect children such as church, family, formal organizations, and others and, in addition, children are affected by their relations with other children, with adults outside the home and school, television and many other such influences. Of these the school is probably one of the more important but it may not be the most important and it certainly is not the only important one.

But schools enjoy a unique position. Although they may contribute to the problems noted in this paper, they also are the only hope most children have for the development of more positive attitudes toward their relationships with adults, their peers, and themselves. The negative attitudes toward school, the domination children perceive in their relationships with adults, and the lack of adequate interpersonal relationships with teachers may only reflect the negative perceptions children hold of themselves and other people--negative attitudes which may in part be developed in school and which, certainly, are developed to a significant degree outside of school. The negative attitudes of parents may reflect their frustration that schools are not able to do more to help their children than they are doing. Certainly, most parents have high hopes and expectations for the positive influences of schooling on the lives of their children. In many instances these may be unrealistic hopes and aspirations but they are none-the-less real for the parents.

So, schools may not cause the conditions noted in this report but they cannot escape from responsibility of doing what they can to prevent their further development and from rectifying the conditions to the greatest degree possible.

There are many implications for the schools. For example, can we afford the "back to the basics movement" which is currently being demanded by many parents and critics of education if that movement implies even less concern for self concept variables, attitudes, and relationship qualities than is currently present in most schools? In fact, it must be asked, "To what degree are the negative findings of this report at least partially a result of the pressures the schools have had since the mid 1950's to increase the academic emphases in the schools and the increased demands for accountability and abstract academic standards which ignore the abilities, needs and capacities of individual students?" Efforts to "improve" the academic qualities of school may be contributing to the problems noted in the report. This should not be construed as a need for the schools to lessen their academic emphases but it is intended to imply that while the schools emphasize academic pursuits that they not lose sight of the people involved and that we not value academic pursuits above people.

To what degree are the growing problems of discipline, maintenance of classroom order, vandalism, drug abuse, sexual abuse, and others a direct

reflection of the large percentage of school-age children who are currently rejecting values such as those on the IAV? Can children of such differences as shown by the sex and race groups in this study be taught the same things, by the same methods, in the same classrooms, and in the same schools?

Developing evidence suggests that the learning styles of children vary with their concepts of self and other people and these must be taken into account in any adequate instructional program. And finally, how can we help our children develop the positive concepts of self and other people and the values which appear to be necessary to ensure functioning adequacy?

The task which faces the schools is an enormous one.

Table 1
SUMMARY

Feelings About School Scores
(FAS1)*

Group	N	Mean	Mode	Median	Kurtosis	Skewness	Std. Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Scores	25,616	8.82	4	9.23	-.61	-.15	.13	19.98	398.98	-50	50	100
Grade 4	2,872	22.24	42	24.16	.08	-.65	.32	16.87	284.43	-46	50	96
Grade 5	3,141	19.27	30	21.71	-.11	-.60	.33	18.47	341.16	-44	50	94
Grade 6	3,364	14.15	22	15.70	-.39	-.36	.32	18.31	335.33	-44	50	94
Grade 7	4,439	7.16	6	7.58	-.51	-.11	.29	19.30	372.63	-48	50	98
Grade 8	4,236	3.03	8	2.45	-.44	.01	.29	18.70	349.83	-50	50	100
Grade 9	3,778	2.83	-8	2.13	-.48	.06	.31	18.95	359.26	-46	50	96
Grade 10	2,846	1.50	0	.47	-.48	.07	.36	19.28	371.63	-50	50	100
Grade 11	2,612	1.62	4	1.55	-.41	.12	.36	18.56	344.39	-48	50	98
Grade 12	2,207	4.47	0	4.08	-.57	.00	.41	19.41	376.69	-50	50	100
G4 Female	1,206	23.51	32	25.96	.13	-.69	.48	16.55	273.84	-38	50	88
G5 Female	1,293	21.41	30	23.80	.38	-.74	.49	17.74	314.65	-42	50	92
G6 Female	1,375	15.34	26	16.58	-.41	-.39	.49	18.27	333.78	-42	50	92
G7 Female	1,768	7.40	0	6.49	-.56	-.11	.46	19.40	376.37	-48	50	98
G8 Female	1,748	4.18	14	4.18	-.45	-.05	.45	18.90	357.08	-46	50	96
G9 Female	1,614	3.60	-6	3.52	-.34	.03	.46	18.53	343.41	-46	50	96
G10 Female	1,357	2.00	0	1.78	-.55	.04	.52	19.21	368.97	-50	50	100
G11 Female	1,286	1.59	4	.40	-.38	.18	.53	18.95	359.26	-48	50	98
G12 Female	1,088	4.71	22	4.42	-.66	-.04	.59	19.46	378.71	-50	50	100
G4 Male	1,170	21.92	42	23.89	.24	-.69	.50	17.00	289.06	-46	50	96
G5 Male	1,313	17.39	30	19.65	-.26	-.55	.52	18.69	348.50	-44	50	94
G6 Male	1,394	11.95	18	13.50	-.33	-.34	.49	18.26	333.45	-44	50	94
G7 Male	1,770	5.88	14	6.30	-.46	-.11	.45	19.06	363.44	-44	50	94
G8 Male	1,669	2.13	8	2.02	-.34	-.01	.45	18.47	341.26	-50	50	100
G9 Male	1,534	1.85	-8	1.58	-.51	.11	.49	19.20	368.71	-46	50	96
G10 Male	1,219	.08	0	-.05	-.35	.05	.54	18.99	360.55	-50	50	100
G11 Male	1,102	.78	2	.30	-.51	.08	.55	18.18	330.47	-46	46	92
G12 Male	948	2.65	-2	2.21	-.41	.09	.62	18.93	358.27	-50	50	100

Table 1, Concluded
FAS1 Summary, Concluded

Group	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
G4 F Black	489	20.93	32	22.06	.48	-.66	.70	15.42	237.83	-38	50	88
G5 F Black	547	20.20	20	21.00	.26	-.55	.74	17.30	299.43	-42	50	92
G6 F Black	596	14.54	16	15.60	-.39	-.33	.69	16.71	279.42	-32	48	80
G7 F Black	672	8.02	0	8.14	-.45	-.17	.70	18.11	327.88	-42	48	90
G8 F Black	637	5.35	10	6.03	-.51	-.05	.71	17.96	322.47	-40	50	90
G9 F Black	620	3.00	-4	2.26	-.31	.05	.70	17.35	301.14	-42	50	92
G10 F Black	498	1.07	0	.39	-.68	-.01	.84	18.67	348.62	-44	42	86
G11 F Black	527	-.48	4	-1.25	-.29	.19	.78	17.84	318.27	-46	48	94
G12 F Black	422	3.07	0	2.04	-.75	.04	.95	19.45	378.15	-42	46	88
G4 M Black	480	20.39	20	20.25	-.27	-.29	.69	15.02	225.59	-34	48	82
G5 M Black	547	18.22	30	19.79	-.42	-.42	.76	17.80	316.70	-36	50	86
G6 M Black	598	12.98	12	13.17	-.15	-.29	.66	16.04	257.32	-36	50	86
G7 M Black	648	7.88	12	8.39	-.04	-.08	.65	16.49	271.93	-42	50	92
G8 M Black	597	4.75	6	5.62	-.31	-.12	.69	16.82	282.81	-44	44	88
G9 M Black	595	2.61	4	2.14	-.33	.10	.72	17.60	309.69	-42	50	92
G10 M Black	441	.91	2	1.52	-.11	.19	.82	17.27	298.08	-43	48	91
G11 M Black	469	2.25	4	2.20	-.47	.09	.79	17.16	294.61	-40	46	86
G12 M Black	360	3.44	0	2.50	-.18	.10	.96	18.13	328.53	-50	50	100
G4 F White	608	26.94	42	31.67	.30	-.95	.71	17.40	302.89	-38	50	88
G5 F White	647	22.44	36	25.98	.37	-.86	.74	18.77	352.15	-42	50	92
G6 F White	669	17.17	26	19.87	-.35	-.51	.74	19.24	370.02	-42	50	92
G7 F White	882	8.42	4	8.40	-.65	-.19	.70	20.92	437.72	-48	48	96
G8 F White	802	2.90	14	2.43	-.47	.00	.69	19.62	384.88	-46	50	96
G9 F White	875	3.32	-6	2.46	-.47	.02	.66	19.60	384.18	-46	50	96
G10 F White	681	5.13	0	4.27	-.69	.06	.76	19.90	396.04	-48	50	98
G11 F White	589	4.35	-4	3.63	-.49	.09	.80	19.48	379.59	-48	50	98
G12 F White	520	8.93	12	9.79	-.62	-.20	.86	19.57	382.95	-42	50	92
G4 M White	582	23.48	42	26.43	.63	-.97	.76	18.29	334.46	-46	50	96
G5 M White	697	19.40	42	23.64	-.23	-.68	.76	20.17	406.83	-44	50	94
G6 M White	650	11.40	14	13.75	-.54	-.36	.79	20.10	404.04	-44	50	94
G7 M White	749	3.42	14	3.64	-.76	.07	.77	21.02	441.74	-44	50	94
G8 M White	813	.65	-8	-.17	-.39	.15	.69	19.73	389.17	-50	50	100
G9 M White	764	2.44	-8	1.76	-.67	.08	.74	20.43	417.22	-46	50	96
G10 M White	627	1.03	-2	-.10	-.57	-.02	.83	20.68	427.50	-50	50	100
G11 M White	526	2.00	-6	1.76	-.51	.09	.84	19.15	366.61	-44	50	94
G12 M White	482	4.57	14	4.22	-.53	.00	.91	19.92	396.94	-44	50	94

* All statistics are from the Statistical Package for the Social Studies (SPSS)

Table 2
Analysis of Variance
Total Scores
FAS1

Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
White Male	5890	7.37	21.5	.28	-50	50			
White Female	6273	10.48	21.1	.27	-48	50			
Black Male	4735	8.38	18.2	.26	-50	50			
Black Female	5008	8.43	19.2	.27	-46	50			
Total	21906	8.72	20.2	.14	-50	50	3, 21,903	25.4	.001

Note: Maximum Variance/Minimum Variance = 1.403

Table 3
Analyses of Variance
Sex by Race
FAS1

Grade	Source of Variation	Mean Square	d.f.	F	F Prob.
Total	Sex	16609.7	1, 21905	40.7	.001
	Race	1739.1		4.3	.037
	S X R	12728.7		31.2	.001
4	Sex	2554.6	1, 2158	9.1	.003
	Race	11069.1		39.6	.001
	S X R	1166.1		4.2	.039
5	Sex	4001.2	1, 2434	11.5	.001
	Race	17438.5		5.0	.024
	S X R	171.0		.5	.999
6	Sex	8912.5	1, 2512	27.0	.001
	Race	183.4		.6	.999
	S X R	2781.3		8.4	.004
7	Sex	5838.3	1, 2950	15.5	.001
	Race	2685.9		7.1	.008
	S X R	4281.1		11.3	.001
8	Sex	1679.8	1, 2848	4.8	.027
	Race	7440.8		21.2	.001
	S X R	478.0		1.4	.241
9	Sex	325.2	1, 2853	.9	.999
	Race	5.2		.0	.999
	S X R	42.8		.1	.999
10	Sex	3386.8	1, 2246	9.0	.003
	Race	2632.1		7.0	.008
	S X R	2111.7		5.6	.017
11	Sex	1.2	1, 2110	.0	.999
	Race	3109.7		9.1	.003
	S X R	3370.0		9.8	.002
12	Sex	2328.9	1, 1783	6.2	.012
	Race	5806.0		15.5	.001
	S X R	2450.5		6.5	.010

Table 4
SUMMARY

Locus of Responsibility Scale Scores
(LORS)*

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Scores:													
TC**		30,836	19.21	16	18.10	.57	.73	.05	8.15	66.33	0	54	54
IA		30,836	16.76	16	16.26	-.04	.26	.05	8.61	74.14	0	54	54
SC		30,836	8.22	6	7.45	2.20	1.05	.03	4.82	23.26	0	46	46
Grade 4:													
TC		2,185	17.92	16	17.23	.13	.50	.15	7.08	50.10	0	47	47
IA		2,185	16.73	16	16.16	.26	.28	.18	8.42	70.82	0	54	54
SC		2,185	9.94	7	9.37	.83	.74	.11	5.07	25.67	0	35	35
Grade 5:													
TC		2,466	17.47	17	16.76	.39	.61	.14	7.04	49.50	0	44	44
IA		2,466	18.17	14	17.84	.19	.33	.18	8.71	75.93	0	54	54
SC		2,466	8.95	5	8.36	.89	.70	.10	4.82	23.23	0	38	38
Grade 6:													
TC		2,621	17.88	16	17.02	.86	.75	.14	7.28	52.94	0	50	50
IA		2,621	17.85	18	17.80	-.05	.20	.16	8.41	70.72	0	50	50
SC		2,621	8.58	6	8.01	.63	.74	.09	4.72	22.25	0	32	32
Grade 7:													
TC		4,111	19.05	18	18.00	.67	.73	.12	7.75	60.02	0	52	52
IA		4,111	16.51	18	16.19	.08	.24	.13	8.41	70.76	0	54	54
SC		4,111	8.44	6	7.68	2.94	1.19	.08	4.96	24.61	0	42	42
Grade 8:													
TC		3,912	19.68	18	18.47	.49	.71	.13	8.17	66.74	0	52	52
IA		3,912	16.16	16	15.99	-.16	.23	.13	8.39	70.37	0	52	52
SC		3,912	8.26	7	7.50	3.14	1.16	.08	4.82	23.19	0	40	46
Grade 9:													
TC		4,137	19.91	16	18.71	.50	.71	.13	8.30	68.84	0	54	54
IA		4,137	16.12	18	15.96	.08	.29	.13	8.49	72.13	0	54	54
SC		4,137	8.03	5	7.28	2.44	1.10	.07	4.77	22.76	0	44	44
Grade 10:													
TC		3,247	20.81	19	19.44	.09	.59	.16	9.00	80.91	0	53	53
IA		3,247	15.96	16	15.79	.08	.39	.16	8.91	79.45	0	52	52
SC		3,247	7.43	5	6.70	1.97	1.05	.08	4.58	20.98	0	36	36
Grade 11:													
TC		2,797	19.82	15	18.48	.17	.64	.17	8.86	78.51	0	52	52
IA		2,797	17.05	20	16.48	-.40	.18	.17	8.99	80.85	0	50	50
SC		2,797	7.28	4	6.52	3.46	1.24	.09	4.50	20.25	0	46	46
Grade 12:													
TC		2,558	19.74	18	18.39	.29	.70	.18	9.00	80.93	2	53	51
IA		2,558	17.04	16	16.50	-.47	.15	.18	8.87	78.70	0	48	48
SC		2,558	7.46	6	6.55	3.27	1.33	.09	4.60	21.11	0	34	34

Table 4, Continued
Locus of Responsibility Scale Scores, Summary, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 4 Female:													
TC	1,083	17.82	16		17.06	.03							
IA	1,083	17.15	14		16.28	.21	.44	.21	7.00	49.00	0	41	41
SC	1,083	9.62	6		9.02	.99	.30	.27	8.80	77.38	0	54	54
Grade 4 Male:													
TC	1,091	18.51	14		17.41	.22	.82	.16	5.17	26.78	0	34	34
IA	1,091	16.30	16		16.03	.23	.56	.22	7.15	51.05	2	47	45
SC	1,091	10.25	7		9.67	.69	.23	.24	8.00	64.02	0	50	50
Grade 5 Female:													
TC	1,205	17.44	17		16.80	.47	.68	.15	4.95	24.51	0	35	35
IA	1,205	18.70	14		18.12	.04	.62	.20	7.02	49.32	2	44	42
SC	1,205	8.51	5		7.99	.56	.27	.25	8.75	76.53	0	48	48
Grade 5 Male:													
TC	1,255	17.47	17		16.71	.34	.60	.14	4.71	22.22	0	33	33
IA	1,255	17.70	14		17.60	.37	.39	.20	7.04	49.54	0	44	44
SC	1,255	9.36	7		8.71	1.14	.71	.24	8.64	74.62	0	54	54
Grade 6 Female:													
TC	1,308	17.70	16		16.93	.83	.70	.20	4.89	23.91	0	38	38
IA	1,308	18.63	16		18.19	-.05	.17	.23	7.04	49.53	0	48	48
SC	1,308	8.08	5		7.44	.83	.80	.12	8.33	69.45	0	46	46
Grade 6 Male:													
TC	1,296	18.06	14		17.13	.83	.77	.21	4.45	19.84	0	30	30
IA	1,296	17.07	14		16.40	-.04	.24	.23	7.53	56.73	0	50	50
SC	1,296	9.06	6		8.72	.41	.64	.14	8.44	71.17	0	50	50
Grade 7 Female:													
TC	2,008	18.94	18		17.98	.70	.71	.17	4.90	24.05	0	32	32
IA	2,008	17.35	14		17.63	.16	.25	.19	7.64	58.43	0	52	52
SC	2,008	7.92	4		7.01	4.22	1.43	.11	8.51	72.41	0	54	54
Grade 7 Male:													
TC	2,096	19.17	15		18.02	.64	.75	.17	4.92	24.20	0	42	42
IA	2,096	15.69	18		15.82	-.03	.21	.18	7.85	61.56	0	51	51
SC	2,096	8.94	6		8.28	2.05	.99	.11	8.23	67.73	0	52	52
Grade 8 Female:													
TC	2,028	19.48	18		18.20	.51	.76	.19	4.95	24.53	0	38	38
IA	2,028	17.02	20		16.45	-.13	.20	.19	8.31	69.11	0	50	50
SC	2,028	7.75	4		6.99	1.15	.95	.10	8.55	73.15	0	52	52
Grade 8 Male:													
TC	1,873	19.88	16		18.77	.50	.67	.19	4.56	20.77	0	29	29
IA	1,873	15.27	12		15.55	-.24	.23	.19	7.99	63.90	0	52	52
SC	1,873	8.81	7		8.11	4.38	1.31	.12	8.11	65.76	0	50	50
									5.03	25.27	0	46	46

Table 4, Continued
Locus of Responsibility Scale Scores, Summary, Continued

3.

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 9 Female:													
TC	1,963	19.90	18	18.70	.41	.68	.19		8.28	68.51	0	54	54
IA	1,963	16.78	18	16.38	-.14	.24	.20		8.93	79.80	0	54	54
SC	1,963	7.52	5	6.58	2.75	1.30	.11		4.73	23.32	0	32	32
Grade 9 Male:													
TC	1,845	20.31	20	19.15	.51	.71	.20		8.45	71.38	0	53	53
IA	1,845	15.12	12	14.41	.38	.37	.19		8.04	64.57	0	54	54
SC	1,845	8.47	7	7.80	2.53	1.01	.11		4.87	23.75	0	44	44
Grade 10 Female:													
TC	1,498	20.83	14	19.60	-.05	.53	.24		9.12	83.16	0	52	52
IA	1,498	16.69	16	16.18	-.24	.28	.23		9.04	81.78	0	52	52
SC	1,498	6.91	6	6.27	1.61	1.05	.11		4.25	18.03	0	26	26
Grade 10 Male:													
TC	1,331	20.92	19	19.47	.29	.66	.25		8.93	79.80	0	53	53
IA	1,331	14.93	14	14.26	.30	.45	.23		8.55	73.04	0	52	52
SC	1,331	8.00	5	7.26	1.88	1.02	.13		4.89	23.95	0	36	36
Grade 11 Female:													
TC	1,393	19.85	14	18.32	.12	.62	.24		9.11	83.06	0	50	50
IA	1,393	17.65	20	17.79	-.40	.15	.25		9.17	84.09	0	50	50
SC	1,393	6.85	5	6.10	2.12	1.16	.12		4.30	18.50	0	32	32
Grade 11 Male:													
TC	1,205	20.14	14	19.27	.14	.62	.25		8.79	77.29	3	52	49
IA	1,205	16.31	18	16.10	-.45	.18	.25		8.68	75.34	0	42	42
SC	1,205	7.55	4	6.79	5.23	1.46	.14		4.71	22.14	0	46	46
Grade 12 Female:													
TC	1,138	19.95	18	18.58	.36	.73	.27		9.11	82.93	2	49	47
IA	1,138	17.47	16	17.71	-.50	.15	.27		8.96	80.36	0	48	48
SC	1,138	7.07	5	6.19	3.82	1.43	.13		4.51	20.38	0	34	34
Grade 12 Male:													
TC	961	20.00	16	18.63	.22	.65	.29		9.02	81.31	2	53	51
IA	961	16.22	18	16.12	-.32	.21	.28		8.80	77.42	0	44	44
SC	961	7.78	6	6.85	3.29	1.37	.16		4.80	23.07	0	34	34
Grade 4 Black:													
TC	968	17.97	14	16.99	-.26	.44	.24		7.39	54.61	0	39	39
IA	968	14.97	16	14.43	.01	.21	.27		8.47	71.70	0	54	54
SC	968	11.56	9	11.21	.57	.59	.16		5.06	25.61	0	34	34
Grade 4 White:													
TC	1,117	18.16	16	17.73	.56	.53	.20		6.74	45.41	2	47	45
IA	1,117	18.07	16	17.70	.36	.46	.24		8.05	64.81	0	50	50
SC	1,117	8.48	7	7.69	1.93	1.02	.14		4.67	21.83	0	35	35

Table 4, Continued
Locus of Responsibility Scale Scores, Summary, Continued

4.

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 5 Black:													
TC		1,111	16.76	9	15.86	-.16	.54	.20	6.65	44.28	0	39	39
IA		1,111	17.46	14	16.40	.11	.30	.26	8.66	75.06	0	54	54
SC		1,111	10.28	13	10.06	.25	.45	.15	4.86	23.57	0	33	33
Grade 5 White:													
TC		1,233	18.24	17	17.51	.57	.60	.21	7.33	53.79	1	44	43
IA		1,233	18.87	18	18.24	.24	.36	.25	8.78	77.10	0	48	48
SC		1,233	7.55	5	6.94	3.00	1.13	.13	4.43	19.61	0	38	38
Grade 6 Black:													
TC		1,130	17.01	17	16.36	.27	.57	.19	6.43	41.35	0	41	41
IA		1,130	17.11	16	16.42	0.04	.11	.23	7.87	61.96	0	42	42
SC		1,130	9.98	7	9.71	.30	.50	.14	4.65	21.60	0	30	30
Grade 6 White:													
TC		1,249	18.48	16	17.74	.79	.73	.22	7.70	59.25	2	48	46
IA		1,249	18.82	18	18.32	-.31	.16	.25	8.68	75.35	0	46	46
SC		1,249	7.17	5	6.35	1.52	1.06	.12	4.28	18.27	0	30	30
Grade 7 Black:													
TC		1,280	17.57	17	16.84	.82	.67	.19	6.80	46.29	0	45	45
IA		1,280	17.22	12	16.43	.56	.36	.23	8.26	68.22	0	54	54
SC		1,280	9.11	8	8.51	1.56	.87	.13	4.79	22.94	0	37	37
Grade 7 White:													
TC		1,471	20.15	15	19.20	.49	.69	.21	7.98	63.62	1	49	48
IA		1,471	16.50	14	16.19	-.17	.19	.22	8.30	68.90	0	52	52
SC		1,471	7.60	4	6.48	4.98	1.64	.13	4.98	24.83	0	38	38
Grade 8 Black:													
TC		1,186	18.20	16	17.29	.31	.58	.20	6.82	46.44	0	41	41
IA		1,186	16.56	12	16.12	-.04	.18	.23	7.89	62.20	0	50	50
SC		1,186	9.19	7	8.71	1.25	.82	.14	4.66	21.73	0	32	32
Grade 8 White:													
TC		1,474	21.40	18	19.88	.06	.63	.24	9.23	85.24	0	52	52
IA		1,474	15.82	16	15.80	-.45	.25	.23	8.87	78.71	0	46	46
SC		1,474	7.12	4	6.34	3.75	1.40	.12	4.55	20.72	0	40	40
Grade 9 Black:													
TC		1,242	19.16	18	18.34	.45	.54	.20	7.00	48.99	0	51	51
IA		1,242	15.97	18	15.96	.04	.19	.23	8.04	64.71	0	50	50
SC		1,242	8.77	5	8.19	1.32	.90	.14	4.77	22.74	0	30	30
Grade 9 White:													
TC		1,387	21.31	16	19.88	-.03	.59	.25	9.17	84.02	0	52	52
IA		1,387	15.78	18	15.71	-.10	.38	.24	9.03	81.47	0	54	54
SC		1,387	7.24	5	6.31	4.70	1.55	.13	4.80	23.01	0	44	44

Table 4, Continued
Locus of Responsibility Scale Scores, Summary, Continued

5.

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std. Error	Std. Deviation	Variance	Minimum	Maximum	Range
Grade 10 Black:													
TC		1,006	19.25	16	18.75	.13	.38	.23	7.30	53.33	0	50	50
IA		1,006	16.25	16	15.96	.19	.27	.25	8.03	64.55	0	52	52
SC		1,006	8.21	7	7.86	1.00	.69	.14	4.31	18.60	0	28	28
Grade 10 White:													
TC		1,286	21.76	19	19.93	-.23	.52	.28	9.92	98.32	0	53	53
IA		1,286	16.15	16	15.87	-.14	.38	.27	9.49	90.06	0	52	52
SC		1,286	6.58	3	5.72	3.76	1.47	.13	4.53	20.50	0	36	36
Grade 11 Black:													
TC		998	18.44	18	17.62	.60	.68	.24	7.64	58.36	0	48	48
IA		998	17.96	18	17.90	-.28	.17	.27	8.62	74.23	0	46	46
SC		998	7.56	6	6.85	.95	.88	.14	4.32	18.66	0	25	25
Grade 11 White:													
TC		1,142	21.32	14	20.57	-.28	.46	.29	9.91	98.13	0	52	52
IA		1,142	16.49	16	16.09	-.56	.17	.27	9.23	85.11	0	50	50
SC		1,142	6.52	4	5.66	8.36	1.97	.13	4.55	20.66	0	46	46
Grade 12 Black:													
TC		811	19.42	18	18.36	.55	.69	.28	7.92	62.79	2	53	51
IA		811	16.63	18	16.37	-.21	.12	.29	8.38	70.19	0	46	46
SC		811	7.92	6	7.17	2.17	1.06	.16	4.42	19.52	0	32	32
Grade 12 White:													
TC		899	20.41	16	19.03	.00	.65	.34	10.04	100.87	2	50	50
IA		899	17.13	20	16.48	-.55	.21	.31	9.34	87.14	0	48	48
SC		899	6.92	5	5.84	4.09	1.65	.16	4.91	24.07	0	34	34
Grade 4 Female Black:													
TC		498	17.83	16	16.76	-.42	.40	.33	7.30	53.25	0	38	38
IA		498	15.15	14	14.48	.20	.27	.39	8.74	76.30	0	54	54
SC		498	11.61	11	11.34	.63	.55	.23	5.22	27.26	0	34	34
Grade 4 Female White:													
TC		554	17.99	16	17.53	.54	.44	.29	6.74	45.41	2	41	39
IA		554	18.78	16	18.05	.23	.46	.36	8.48	71.91	0	48	48
SC		554	7.83	5	7.02	2.78	1.23	.19	4.52	20.45	0	30	30
Grade 4 Male Black:													
TC		470	18.06	14	17.17	-.12	.48	.35	7.49	56.15	2	39	37
IA		470	14.79	12	14.34	-.31	.11	.38	8.18	66.92	0	36	36
SC		470	11.51	10	11.02	.44	.63	.23	4.89	23.92	1	29	28
Grade 4 Male White:													
TC		563	18.33	14	17.94	.55	.61	.28	6.74	45.42	3	47	44
IA		563	17.37	16	16.43	.38	.41	.32	7.55	56.95	0	50	50
SC		563	9.12	7	8.43	1.47	.85	.20	4.73	22.41	0	35	35

Table 4, Continued
Locus of Responsibility Scale Scores, Summary, Continued

6.

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 5 Female Black:													
TC		557	16.75	9	15.98	-.26	.52	.27	6.45	41.66	3	37	34
IA		557	17.77	14	17.55	-.43	.16	.36	8.38	70.18	0	42	42
SC		557	10.12	6	9.89	.65	.55	.21	4.84	23.42	0	33	33
Grade 5 Female White:													
TC		598	18.07	18	17.42	.59	.60	.31	7.53	56.75	2	44	42
IA		598	19.77	18	19.77	.22	.30	.37	9.06	82.06	0	48	48
SC		598	6.85	5	6.22	.74	.84	.16	4.01	16.09	0	24	24
Grade 5 Male Black:													
TC		554	16.77	14	15.76	-.10	.56	.29	6.86	46.99	0	39	39
IA		554	17.15	14	16.24	.55	.43	.38	8.94	79.91	0	54	54
SC		554	10.44	13	10.26	-.12	.34	.21	4.87	23.72	0	27	27
Grade 5 Male White:													
TC		635	18.41	17	17.61	.52	.60	.28	7.14	51.03	1	44	43
IA		635	18.02	18	17.81	.24	.39	.34	8.43	71.06	0	46	46
SC		635	8.22	7	7.45	3.73	1.24	.89	4.69	22.04	0	38	38
Grade 6 Female Black:													
TC		556	17.21	17	16.75	.32	.58	.27	6.28	39.47	0	39	39
IA		556	17.74	16	17.77	.03	.04	.32	7.58	57.48	0	42	42
SC		556	9.39	7	8.91	.42	.62	.19	4.51	20.34	0	26	26
Grade 6 Female White:													
TC		655	17.74	16	16.88	.85	.68	.29	7.35	54.09	2	48	46
IA		655	19.81	18	19.74	-.30	.15	.34	8.63	74.46	0	46	46
SC		655	6.93	5	6.23	2.15	1.14	.16	4.12	16.95	0	30	30
Grade 6 Male Black:													
TC		574	16.81	14	15.93	.22	.56	.27	6.57	43.16	0	41	41
IA		574	16.49	16	16.12	-.06	.19	.34	8.10	65.64	0	40	40
SC		574	10.54	11	10.52	.27	.39	.20	4.71	22.20	0	30	30
Grade 6 Male White:													
TC		594	19.29	20	18.62	.63	.74	.33	7.99	63.78	4	48	44
IA		594	17.71	14	17.80	-.34	.18	.35	8.61	74.14	0	44	44
SC		594	7.44	5	6.47	.96	.96	.18	4.43	19.63	0	26	26
Grade 7 Female Black:													
TC		632	17.86	13	17.04	.62	.61	.28	7.15	51.08	0	44	44
IA		632	17.52	22	17.60	.81	.47	.35	8.73	76.20	0	54	54
SC		632	8.70	8	8.07	2.84	1.15	.19	4.85	23.56	0	37	37
Grade 7 Female White:													
TC		727	19.34	15	18.38	.44	.65	.27	7.35	54.04	3	49	46
IA		727	17.85	14	17.96	-.19	.12	.31	8.26	68.20	0	44	44
SC		727	7.05	4	5.87	5.99	1.84	.18	4.84	23.39	0	38	38

Table 4, Continued
Locus of Responsibility Scale Scores, Summary, Continued

7.

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 7 Male Black:													
TC		648	17.28	17	16.71	.99	.72	.25	6.44	41.51	0	45	45
IA		648	16.92	12	16.29	-.04	.18	.31	7.77	60.36	0	42	42
SC		648	9.51	8	9.05	.40	.60	.18	4.69	22.04	0	28	28
Grade 7 Male White:													
TC		744	20.94	20	19.91	.34	.66	.31	8.47	71.80	1	49	48
IA		744	15.19	16	15.55	-.07	.27	.30	8.14	66.18	0	52	52
SC		744	8.15	5	7.22	4.40	1.49	.19	5.07	25.68	0	38	38
Grade 8 Female Black:													
TC		612	17.79	16	16.89	.34	.64	.27	6.69	44.68	1	40	39
IA		612	17.59	12	17.65	-.45	.13	.32	7.81	61.06	0	38	38
SC		612	8.78	8	8.25	.74	.75	.18	4.55	20.68	0	28	28
Grade 8 Female White:													
TC		754	21.40	23	19.69	-.05	.63	.35	9.47	89.69	0	50	50
IA		754	16.39	16	16.15	-.36	.22	.34	9.19	84.46	0	46	46
SC		754	6.64	4	5.88	2.50	1.28	.16	4.28	18.28	0	28	28
Grade 8 Male Black:													
TC		574	18.63	16	17.79	.28	.52	.29	6.93	48.03	0	41	41
IA		574	15.47	12	15.69	.47	.26	.33	7.82	61.22	0	50	50
SC		574	9.61	7	9.14	1.65	.88	.20	4.75	22.54	0	32	32
Grade 8 Male White:													
TC		720	21.40	18	20.09	.19	.62	.34	8.98	80.69	1	52	51
IA		720	15.22	12	14.44	-.64	.24	.32	8.49	72.09	0	38	38
SC		720	7.63	7	6.83	4.36	1.46	.18	4.78	22.82	0	40	40
Grade 9 Female Black:													
TC		659	19.03	18	18.23	-.01	.41	.27	6.96	48.46	1	42	41
IA		659	16.80	18	16.45	.00	.21	.33	8.56	73.23	0	50	50
SC		659	8.29	6	7.56	2.01	1.10	.19	4.81	23.16	0	30	30
Grade 9 Female White:													
TC		709	21.15	16	19.76	-.09	.58	.34	9.15	83.71	1	52	51
IA		709	16.42	18	16.10	-.48	.25	.36	9.45	89.32	0	46	46
SC		709	6.88	5	5.90	4.03	1.60	.17	4.62	21.34	0	30	30
Grade 9 Male Black:													
TC		583	19.30	19	18.49	.91	.68	.29	7.04	49.62	0	51	51
IA		583	15.03	14	14.49	-.26	.02	.30	7.32	53.52	0	38	38
SC		583	9.31	9	8.85	.73	.71	.19	4.66	21.75	0	30	30
Grade 9 Male White:													
TC		678	21.48	17	20.03	.02	.60	.35	9.19	84.41	0	50	50
IA		678	15.12	12	14.37	.47	.50	.33	8.52	72.53	0	54	54
SC		678	7.62	5	6.77	5.19	1.51	.19	4.95	24.52	0	44	44

Locus of Responsibility Scale Scores, Summary, Continued

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 10 Female Black:													
TC		542	19.79	14	19.23	-.02	.37	.34	7.88	62.15	0	50	50
IA		542	16.42	16	16.10	-.14	.23	.35	8.12	65.93	0	48	48
SC		542	7.78	7	7.32	1.11	.78	.18	4.18	17.48	0	26	26
Grade 10 Female White:													
TC		664	21.10	18	19.35	-.18	.53	.38	9.82	96.42	0	52	52
IA		664	17.53	16	17.54	-.33	.25	.38	9.68	93.70	0	52	52
SC		664	6.05	3	5.40	2.79	1.37	.16	4.05	16.41	0	25	25
Grade 10 Male Black:													
TC		464	18.62	19	18.42	-.02	.25	.30	6.51	42.40	0	39	39
IA		464	16.06	14	15.79	.60	.32	.37	7.94	63.00	0	52	52
SC		464	8.70	8	8.46	.95	.59	.21	4.41	19.48	0	28	28
Grade 10 Male White:													
TC		622	22.46	19	20.50	-.32	.51	.40	9.98	99.55	2	53	51
IA		622	14.67	16	14.18	.23	.51	.36	9.06	82.08	0	52	52
SC		622	7.14	5	6.13	3.70	1.44	.20	4.93	24.29	0	36	36
Grade 11 Female Black:													
TC		528	18.52	15	17.47	.47	.69	.35	7.92	62.69	0	48	48
IA		528	18.31	20	18.11	-.41	.14	.39	9.01	81.23	0	46	46
SC		528	7.31	5	6.74	1.13	.85	.18	4.18	17.51	0	25	25
Grade 11 Female White:													
TC		612	21.02	14	19.92	-.31	.47	.41	10.15	103.01	0	50	50
IA		612	17.23	16	17.52	-.49	.12	.38	9.30	86.46	0	50	50
SC		612	6.24	3	5.28	4.08	1.64	.18	4.32	18.66	0	32	32
Grade 11 Male Black:													
TC		470	18.36	18	17.78	.73	.66	.34	7.32	53.60	3	47	44
IA		470	17.57	18	17.73	-.14	.19	.38	8.14	66.23	0	42	42
SC		470	7.84	4	6.96	.73	.90	.21	4.46	19.84	0	25	25
Grade 11 Male White:													
TC		530	21.67	14	21.03	-.25	.46	.42	9.62	92.45	3	52	49
IA		530	15.65	16	15.57	-.65	.23	.39	9.08	82.37	0	40	40
SC		530	6.86	4	6.22	11.31	2.23	.21	4.77	22.79	0	46	46
Grade 12 Female Black:													
TC		464	19.05	17	18.12	.58	.73	.38	8.10	65.53	2	48	46
IA		464	17.36	16	17.64	-.31	.13	.40	8.55	73.10	0	46	46
SC		464	7.72	5	6.98	2.72	1.15	.21	4.45	19.82	0	32	32
Grade 12 Female White:													
TC		470	20.69	14	19.25	.10	.69	.46	10.01	100.25	2	49	47
IA		470	17.52	20	17.82	-.59	.15	.43	9.32	86.89	0	48	48
SC		470	6.49	3	5.44	3.06	1.49	.21	4.53	20.51	0	28	28
Grade 12 Male Black:													
TC		347	19.91	15	18.71	.52	.65	.41	7.67	58.88	5	53	48
IA		347	15.65	18	16.03	-.14	.05	.43	8.05	64.81	0	44	44
SC		347	8.19	6	7.40	1.43	.94	.23	4.36	19.04	0	28	28

Table 4, Concluded
Locus of Responsibility Scale Scores, Summary, Concluded

9.

Grade	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 12 Male White:													
TC		429	20.09	16	18.84	-.12	.60	.49	10.08	101.59	2	50	48
IA		429	16.70	16	16.14	-.49	.28	.45	9.34	87.27	0	42	42
SC		429	7.40	5	6.24	4.30	1.70	.25	5.25	27.60	0	34	34

* All statistics are from the Statistical Package for the Social Sciences (SPSS)

** TC = Teacher-Centered, IA = Interactive, SC = Student-Centered

Table 5
Analysis of Variance
Total Scores
LORS

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Teacher-Centered:										
	White Male	5155	20.51	8.82	.12	0	53			
	White Female	5743	19.88	8.82	.12	0	52			
	Black Male	4684	18.09	7.01	.10	0	53			
	Black Female	5048	18.20	7.23	.10	0	50			
	Total	20990	19.24	8.15	.06	0	53	3, 20987	116.71	.000*
Interactive:										
	White Male	5515	16.11	8.64	.12	0	54			
	White Female	5743	17.86	9.13	.12	0	52			
	Black Male	4684	16.15	8.07	.12	0	54			
	Black Female	5048	17.20	8.43	.12	0	54			
	Total	20990	16.86	8.63	.06	0	54	3, 20987	53.38	.000
Student-Centered:										
	White Male	5515	7.75	4.88	.07	0	46			
	White Female	5743	6.77	4.40	.06	0	38			
	Black Male	4684	9.59	4.78	.07	0	32			
	Black Female	5048	8.84	4.79	.07	0	37			
	Total	20990	8.15	4.83	.03	0	46	3, 20987	360.70	.000

*Probability is less than .0005

Table 6
Total Group
Analyses of Variance
Sex by Race
LORS

Score	Source of Variation	Mean Square	d.f.	F	F Prob.
Teacher-Centered	Sex	432.53	1, 20986	6.63	.01
	Race	21681.87		332.16	.001
	S X R	688.51		10.55	.001
Interactive	Sex	10705.28	1, 20986	144.70	.001
	Race	527.85		7.14	.007
	S X R	655.73		8.86	.003
Student-Centered	Sex	4006.44	1, 20986	180.69	.001
	Race	20067.68		905.05	.001
	S X R	72.32		3.62	.067

Table 7
Sex and Race Interaction of LORS Scores
by Grade

Grade	Score	Source of Variation	Mean Square	d.f.	F	F Prob.
4	Teacher-Centered	Sex	38.33	1, 2081	.77	.999
		Race	18.06		.36	.999
		S X R	2.95		.06	.999
	Interactive	Sex	445.31	1, 2081	6.57	.01
		Race	5020.56		74.06	.001
		S X R	143.07		2.11	.14
	Student-Centered	Sex	215.69	1, 2081	9.22	.003
		Race	4966.50		212.37	.001
		S X R	251.91		10.77	.001
5	Teacher-Centered	Sex	20.90	1, 2340	.42	.999
		Race	1274.32		25.84	.001
		S X R	15.01		.30	.999
	Interactive	Sex	862.61	1, 2340	11.39	.001
		Race	1188.50		15.69	.001
		S X R	186.99		2.47	.112
	Student-Centered	Sex	444.36	1, 2340	20.92	.001
		Race	4375.61		205.96	.001
		S X R	160.30		7.55	.006
6	Teacher-Centered	Sex	231.84	1, 2375	4.60	.03
		Race	1323.69		26.24	.001
		S X R	561.91		11.14	.001
	Interactive	Sex	1707.67	1, 2375	25.01	.001
		Race	1621.19		23.74	.001
		S X R	107.08		1.57	.208
	Student-Centered	Sex	396.70	1, 2375	20.16	.001
		Race	4583.05		232.92	.001
		S X R	59.50		3.02	.08
7	Teacher-Centered	Sex	235.98	1, 2746	4.27	.037
		Race	4572.41		82.79	.001
		S X R	806.92		14.61	.001
	Interactive	Sex	1997.30	1, 2746	29.52	.001
		Race	353.96		5.23	.02
		S X R	727.09		10.75	.001

Table 7, Continued
Sex and Race Interaction of LORS Scores
by Grade, Continued

Grade	Score	Source of Variation	Mean Square	d.f.	F	F Prob.
7	Student-Centered	Sex	649.71	1, 2746	27.37	.001
		Race	1548.76		65.25	.001
		S X R	14.00		.59	.999
8	Teacher-Centered	Sex	95.82	1, 2655	1.41	.23
		Race	6730.46		99.07	.001
		S X R	118.63		1.75	.18
	Interactive	Sex	1702.01	1, 2655	24.08	.001
		Race	349.30		4.94	.025
		S X R	149.20		2.11	.14
	Student-Centered	Sex	564.35	1, 2655	29.91	.001
		Race	2824.61		134.71	.001
		S X R	3.68		.18	.999
9	Teacher-Centered	Sex	58.44	1, 2625	.87	.999
		Race	3021.96		44.77	.001
		S X R	.48		.01	.999
	Interactive	Sex	1513.80	1, 2625	20.73	.001
		Race	16.31		.22	.999
		S X R	36.43		.50	.999
	Student-Centered	Sex	498.05	1, 2625	21.93	.001
		Race	1561.01		68.75	.001
		S X R	12.51		.55	.999
10	Teacher-Centered	Sex	36.18	1, 2288	.46	.999
		Race	3523.95		45.04	.001
		S X R	901.96		11.53	.001
	Interactive	Sex	1786.51	1, 2288	22.97	.001
		Race	2.24		.03	.999
		S X R	880.94		11.33	.001
	Student-Centered	Sex	589.45	1, 2288	30.35	.001
		Race	1531.65		78.86	.001
		S X R	3.91		.20	.999
11	Teacher-Centered	Sex	39.71	1, 2136	.50	.999
		Race	4412.90		55.44	.001
		S X R	86.44		1.09	.30

Table 7, Concluded
Sex and Race Interaction of LORS Scores
by Grade, Concluded

Grade	Score	Source of Variation	Mean Square	d.f.	F	F Prob.
11	Interactive	Sex	756.79	1, 2136	9.49	.002
		Race	1163.29		14.59	.001
		S X R	91.73		1.15	.28
	Student-Centered	Sex	177.18	1, 2136	9.01	.003
		Race	567.77		28.88	.001
		S X R	1.03		.05	.999
12	Teacher-Centered	Sex	2.78	1, 1706	.03	.999
		Race	412.76		4.99	.02
		S X R	221.84		2.68	.10
	Interactive	Sex	645.15	1, 1706	8.19	.004
		Race	133.50		1.70	.19
		S X R	84.12		1.07	.30
	Student-Centered	Sex	209.80	1, 1706	9.62	.002
		Race	452.52		20.76	.001
		S X R	19.63		.90	.999

Statistics were computed by means of ANOVA routine of the Statistical Package for the Social Sciences (SPSS).

Table 8
SUMMARY

Relationship Inventory Scores*

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Scores:													
LR**	29,078	10.05	6	10.97	-.32	-.35	.12	21.07	443.92	-54	54	108	
EU	29,078	3.13	0	3.39	.02	-.14	.09	14.93	223.29	-49	54	103	
UR	29,078	.46	-4	-.57	.46	.35	.07	12.63	159.60	-54	54	108	
CNGRNC	29,078	8.23	4	7.13	-.31	.15	.09	15.22	231.70	-54	54	108	
Grade 6:													
LR	4,198	11.32	19	11.98	-.20	-.40	.34	21.77	473.75	-54	54	108	
EU	4,198	4.45	5	4.48	.20	-.13	.23	15.04	226.18	-48	49	97	
UR	4,198	-1.48	-8	-2.64	.89	.51	.19	12.36	152.65	-46	53	99	
CNGRNC	4,198	6.24	4	4.83	-.12	.26	.23	15.01	225.39	-47	54	101	
Grade 7:													
LR	4,635	9.01	6	10.37	-.29	-.30	.30	20.42	416.75	-52	54	106	
EU	4,635	3.43	6	3.67	.19	-.14	.20	13.87	192.38	-48	52	100	
UR	4,635	-1.08	-2	-2.04	.83	.44	.17	11.71	137.02	-54	52	106	
CNGRNC	4,635	6.69	4	5.71	-.15	.22	.21	14.15	200.16	-45	52	97	
Grade 8:													
LR	4,740	8.08	0	8.93	-.37	-.32	.31	21.25	451.71	-54	54	108	
EU	4,740	2.35	5	2.60	.09	-.13	.21	14.63	214.16	-47	51	98	
UR	4,740	-.75	-5	-1.92	.56	.46	.18	12.20	148.82	-46	53	99	
CNGRNC	4,740	6.87	0	5.49	-.11	.20	.21	14.70	216.07	-48	54	102	
Grade 9:													
LR	4,854	9.25	7	10.14	-.30	-.37	.29	20.39	415.73	-54	54	108	
EU	4,854	2.72	5	3.04	.00	-.13	.21	14.40	207.21	-48	54	102	
UR	4,854	.68	0	-.02	3.7	.29	.17	12.13	147.05	-51	54	105	
CNGRNC	4,854	8.25	12	7.38	-.25	.15	.21	14.64	214.35	-48	53	101	
Grade 10:													
LR	3,737	8.78	4	9.62	-.50	-.30	.35	21.45	460.13	-53	54	107	
EU	3,737	2.30	-2	2.39	-.21	-.10	.26	15.66	245.32	-48	54	102	
UR	3,737	1.74	-4	.78	.20	.24	.21	12.96	167.88	-45	49	94	
CNGRNC	3,737	9.19	0	8.20	-.47	.07	.25	15.44	238.42	-38	54	92	
Grade 11:													
LR	3,304	11.36	19	12.98	-.32	-.40	.37	21.25	451.59	-54	54	108	
EU	3,304	2.68	2	3.02	-.10	-.20	.27	15.73	247.43	-49	54	103	
UR	3,304	2.46	0	1.55	.33	.25	.24	13.51	182.41	-43	53	96	
CNGRNC	3,304	10.12	4	9.51	-.49	-.01	.28	16.31	265.98	-43	54	97	

Table 8, Continued
Summary, Relationship Inventory, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 12:													
LR		2,904	13.08	24	15.32	-.23	-.47	.39	20.82	433.45	-54	54	108
EU		2,904	4.05	7	4.61	-.27	-.15	.29	15.70	246.59	-45	52	97
UR		2,904	3.08	-4	2.55	.15	.12	.25	13.40	179.54	-46	54	100
CNGRNC		2,904	11.95	12	11.91	-.47	-.09	.30	16.21	262.73	-54	54	108
Males:													
LR		12,509	8.19	6	8.29	-.21	-.26	.18	20.42	417.14	-54	54	108
EU		12,509	1.99	1	2.12	.27	-.10	.13	14.06	197.56	-48	54	102
UR		12,509	-.46	-4	-1.42	.65	.40	.11	12.02	144.44	-45	53	98
CNGRNC		12,509	6.19	4	4.93	-.03	2.7	.13	14.36	206.32	-48	54	102
Females:													
LR		13,273	11.52	29	13.86	-.39	-.45	.19	21.82	476.20	-54	54	108
EU		13,273	3.93	5	4.60	-.20	-.19	.14	15.80	249.72	-49	53	102
UR		13,273	1.09	-1	.02	.28	.31	.11	13.16	173.08	-54	54	108
CNGRNC		13,273	9.67	4	9.13	-.44	.03	.14	15.80	249.56	-47	54	101
Grade 6 Females:													
LR		2,052	13.82	19	15.85	-.20	-.49	.48	21.80	475.30	-54	54	108
EU		2,052	5.95	0	5.87	.12	-.18	.34	15.46	239.03	-47	48	95
UR		2,052	-.96	-5	-2.27	.83	.49	.28	12.77	163.17	-46	51	97
CNGRNC		2,052	7.86	4	6.65	-.32	.19	.35	15.74	247.80	-47	54	101
Grade 6 Males:													
LR		2,146	8.93	-3	9.28	-.14	-.35	.46	21.47	460.76	-54	54	108
EU		2,146	3.01	2	3.09	.33	-.12	.31	14.48	209.77	-48	49	97
UR		2,146	-1.99	-8	-2.95	.93	.51	.26	11.92	142.13	-41	53	94
CNGRNC		2,146	4.69	4	3.53	.09	.28	.31	14.11	199.15	-40	50	90
Grade 7 Females:													
LR		2,216	11.40	23	12.89	-.24	-.42	.44	20.71	428.94	-52	54	106
EU		2,216	3.95	0	4.11	.02	-.15	.30	14.00	195.89	-41	46	87
UR		2,216	-.74	-2	-1.72	.38	.37	.25	11.56	133.56	-54	43	97
CNGRNC		2,216	7.69	4	7.15	-.27	.12	.30	14.23	202.44	-43	51	94
Grade 7 Males:													
LR		2,148	7.94	10	8.06	-.31	-.19	.43	20.07	402.94	-48	54	102
EU		2,148	2.34	1	2.72	.33	-.17	.29	13.65	186.25	-48	52	100
UR		2,148	-1.84	-2	-2.63	1.08	.43	.25	11.55	133.49	-43	48	91
CNGRNC		2,148	5.04	6	3.90	.04	.30	.30	13.80	190.42	-45	52	97

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 8 Females:													
LR	2,312	8.89	25	10.70	-.47	-.38	.45		21.78	474.37	-54	54	108
EU	2,312	3.19	5	3.98	-.07	-.21	.32		15.25	232.60	-47	51	98
UR	2,312	-.59	-3	-1.69	-.57	.45	.26		12.61	159.11	-46	48	94
CNGRNC	2,312	8.15	0	7.02	-.17	.11	.31		15.10	227.90	-42	54	96
Grade 8 Males:													
LR	2,178	6.38	6	6.44	-.25	-.23	.45		20.79	432.29	-54	54	108
EU	2,178	.91	0	.90	.28	-.06	.30		13.85	191.90	-46	46	92
UR	2,178	-1.20	-5	-2.47	.57	.46	.25		11.76	138.21	-40	53	93
CNGRNC	2,178	4.91	-4	3.69	.08	.32	.30		14.00	196.11	-48	49	97
Grade 9 Females:													
LR	2,213	10.56	28	13.11	-.41	-.47	.46		21.47	460.76	-51	54	105
EU	2,213	3.46	5	4.35	-.36	-.19	.33		15.47	239.36	-48	48	96
UR	2,213	1.27	-3	.62	.19	.24	.28		12.12	166.88	-51	54	105
CNGRNC	2,213	9.92	12	9.77	-.43	.03	.32		15.09	227.72	-36	52	88
Grade 9 Males:													
LR	2,071	7.14	5	6.95	-.12	-.26	.43		19.42	377.27	-54	54	108
EU	2,071	1.51	-1	1.43	.49	-.08	.29		13.40	179.46	-47	54	101
UR	2,071	-.06	-2	-.70	.66	.34	.25		11.36	129.02	-40	48	88
CNGRNC	2,071	5.86	-1	4.54	.20	.29	.31		14.02	196.55	-48	53	101
Grade 10 Females:													
LR	1,708	10.17	26	12.41	-.56	-.37	.54		22.33	498.62	-51	54	105
EU	1,708	2.87	-2	3.28	-.48	-.13	.41		16.82	282.84	-42	47	89
UR	1,708	2.65	-1	1.89	-.04	.17	.33		13.56	183.90	-39	46	85
CNGRNC	1,708	10.78	-2	10.37	-.55	-.05	.39		16.21	262.81	-36	54	90
Grade 10 Males:													
LR	1,508	6.81	6	6.42	-.41	-.19	.54		20.86	435.00	-52	54	106
EU	1,508	1.40	5	1.46	.10	-.05	.38		14.73	217.06	-48	54	102
UR	1,508	.89	-2	.03	.31	.26	.31		12.20	148.75	-45	45	90
CNGRNC	1,508	7.09	4	6.07	-.26	.17	.37		14.48	209.67	-38	53	91
Grade 11 Females:													
LR	1,556	13.09	19	17.28	-.32	-.55	.56		22.25	494.96	-54	54	108
EU	1,556	3.38	9	4.62	-.35	-.29	.43		17.01	289.46	-49	53	102
UR	1,556	3.70	0	3.56	.14	.10	.35		13.95	194.62	-43	49	92
CNGRNC	1,556	11.94	4	12.28	-.53	-.23	.44		17.23	296.81	-43	51	94

Table 8, Continued
Summary, Relationship Inventory Scores, Continued

Page 4

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 11 Males:													
LR	1,310	9.96	19		10.42	-.18	-.29	.56	20.31	412.29	-52	54	106
EU	1,310	1.92	2		2.04	.20	-.09	.39	14.20	201.65	-42	48	90
UR	1,310	.97	-4		-.31	.63	.42	.36	12.92	166.88	-39	53	92
CNGRNC	1,310	8.05	6		6.66	-.25	.22	.42	15.03	225.90	-42	54	96
Grade 12 Females:													
LR	1,297	15.28	24		18.58	-.23	-.60	.60	21.50	462.30	-53	54	107
EU	1,297	5.48	12		7.05	-.49	-.21	.47	17.04	290.37	-43	52	95
UR	1,297	4.64	-4		4.18	.10	.03	.40	14.21	201.87	-46	54	100
CNGRNC	1,297	14.37	25		15.79	-.56	-.28	.46	16.64	276.72	-41	54	95
Grade 12 Males:													
LR	1,184	11.05	10		12.00	-.07	-.42	.59	20.35	414.19	-54	54	108
EU	1,184	2.47	3		3.13	-.04	-.16	.43	14.73	216.82	-45	45	90
UR	1,184	1.38	-4		1.29	.23	.15	.37	12.67	160.44	-40	45	85
CNGRNC	1,184	9.55	12		8.86	-.29	.07	.45	15.42	237.64	-36	54	90
Grade 6 Female, Black:													
LR	699	13.41	8		12.46	-.11	-.21	.70	18.58	345.07	-53	54	107
EU	699	5.75	0		4.88	.45	-.12	.44	11.59	134.23	-35	38	73
UR	699	-1.76	0		-3.10	.93	.46	.43	11.43	130.69	-41	42	83
CNGRNC	699	4.82	4		3.59	.18	.50	.51	13.40	179.54	-30	54	84
Grade 6 Male,Black:													
LR	761	10.40	-3		8.40	.11	.06	.58	16.11	259.52	-44	52	96
EU	761	4.03	2		3.94	.84	-.09	.41	11.16	124.57	-40	44	84
UR	761	-2.62	-8		-3.54	.63	.56	.36	9.94	98.88	-34	40	74
CNGRNC	761	2.71	4		1.53	.40	.48	.44	12.00	144.01	-35	45	80
Grade 6 Female, White:													
LR	603	17.85	14		22.61	-.13	-.74	.96	23.48	551.07	-52	54	106
BU	603	8.45	13		9.84	-.22	-.32	.71	17.37	301.58	-42	48	90
UR	603	1.49	-3		-.53	.42	.42	.60	14.74	217.38	-46	51	97
CNGRNC	603	12.69	17		12.96	-.61	-.08	.69	16.86	284.26	-32	54	86
Grade 6 Male, White:													
LR	638	11.20	-1		13.28	-.40	-.44	.95	23.91	571.80	-51	54	105
EU	638	4.18	1		3.71	-.18	-.05	.66	16.66	277.64	-42	47	89
UR	638	-.59	-8		-2.04	.57	.60	.54	13.66	186.57	-35	53	88
CNGRNC	638	7.19	7		6.67	-.25	.03	.62	15.66	245.29	-40	47	87

Table 8, Continued
Summary, Relationship Inventory Scores, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 7 Female, Black:													
LR		635	12.22	6	13.47	-.21	-.37	.79	19.86	394.44	-47	54	101
EU		635	3.91	10	4.22	.26	-.16	.51	12.85	165.04	-40	41	81
UR		635	-.59	-4	-1.77	.29	.49	.44	11.09	123.07	-28	38	66
CNCRNC		635	5.46	0	4.19	-.04	.29	.53	13.36	178.55	-33	46	79
Grade 7 Male, Black:													
LR		634	9.00	9	8.68	.04	-.09	.69	17.48	305.69	-47	54	101
EU		634	2.88	1	2.50	.67	-.17	.43	10.87	118.05	-41	45	86
UR		634	-3.09	-6	-3.77	.88	.20	.40	9.96	99.18	-43	31	74
CNCRNC		634	2.31	1	.79	.69	.36	.49	12.25	150.03	-45	46	91
Grade 7 Female, White:													
LR		691	12.66	23	15.13	-.32	-.53	.83	21.71	471.23	-52	54	106
EU		691	4.38	12	4.90	-.28	-.26	.57	15.10	227.88	-35	42	77
UR		691	-.83	-2	-1.85	.24	.45	.46	12.15	147.52	-28	43	71
CNCRNC		691	10.79	10	11.47	-.35	-.13	.56	14.71	216.31	-31	51	82
Grade 7 Male, White:													
LR		681	7.66	0	8.29	-.59	-.22	.85	22.21	493.28	-48	54	102
EU		681	1.76	6	3.00	-.27	-.18	.60	15.65	245.00	-48	42	90
UR		681	-1.42	-7	-2.06	1.10	.45	.49	12.81	163.96	-41	48	89
CNCRNC		681	6.73	6	6.05	-.20	.17	.56	14.66	214.82	-34	52	86
Grade 8 Female, Black:													
LR		707	9.58	25	9.56	-.36	-.23	.73	19.28	371.76	-46	54	100
EU		707	3.40	5	3.80	.48	-.05	.47	12.39	153.53	-41	44	85
UR		707	-1.51	-8	-2.74	.43	.45	.45	12.08	145.85	-39	48	87
CNCRNC		707	5.27	0	4.04	.38	.28	.52	13.95	194.49	-42	54	96
Grade 8 Male, Black:													
LR		655	5.96	1	5.09	-.04	-.11	.70	17.86	319.07	-46	53	99
EU		655	1.26	-1	1.08	.48	-.13	.44	11.38	129.41	-34	40	74
UR		655	-2.77	-6	-3.93	.78	.44	.39	10.09	101.86	-31	42	73
CNCRNC		655	2.15	-4	.94	.18	.45	.47	12.11	146.67	-31	42	73
Grade 8 Female, White:													
LR		721	6.61	22	10.00	-.80	-.34	.91	24.52	601.35	-54	54	108
EU		721	1.01	1	2.58	-.54	-.19	.65	17.56	308.24	-47	51	98
UR		721	-1.39	-1	-2.44	.67	.48	.50	13.35	178.22	-40	47	87
CNCRNC		721	9.25	1	8.78	-.31	-.04	.59	15.84	250.89	-39	48	87

Table 8, Continued
Summary, Relationship Inventory Scores, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 8 Male, White:													
LR		726	5.81	6	8.10	-.61	-.26	.88	23.77	565.06	-54	54	108
EU		726	.28	1	.76	-.17	-.02	.60	16.22	263.02	-42	46	88
UR		726	-1.13	-5	-2.76	.30	.42	.48	13.05	170.37	-40	53	93
CNGRNC		726	7.04	-4	6.27	-.08	.04	.57	15.47	239.35	-48	49	97
Grade 9 Female, Black:													
LR		715	9.56	20	10.18	-.25	-.30	.74	19.65	386.02	-50	51	101
EU		715	2.35	-3	2.93	-.03	-.16	.51	13.58	184.37	-38	39	77
UR		715	-.08	-9	-.65	-.03	.24	.43	11.49	132.12	-36	34	70
CNGRNC		715	5.60	-6	4.18	-.32	.28	.52	13.95	194.45	-31	45	76
Grade 9 Male, Black:													
LR		725	6.02	-4	5.68	.06	-.12	.66	17.14	314.64	-49	54	103
EU		725	1.55	0	1.48	.37	.04	.43	11.64	135.52	-39	48	87
UR		725	-1.33	-3	-2.12	.49	.38	.38	10.27	105.47	-35	37	72
CNGRNC		725	2.51	-1	1.33	.39	.29	.47	12.66	160.21	-47	43	90
Grade 9 Female, White:													
LR		735	10.73	29	14.59	-.56	-.52	.84	22.64	512.59	-48	52	100
EU		735	3.77	7	4.75	-.67	-.20	.64	17.33	300.14	-48	45	93
UR		735	1.00	-3	.71	-.25	.10	.50	13.51	182.42	-34	41	75
CNGRNC		735	12.83	22	13.47	-.35	-.19	.58	15.71	246.89	-33	52	85
Grade 9 Male, White:													
LR		623	8.10	4	9.68	-.26	-.40	.85	21.10	445.04	-54	54	108
EU		623	1.75	-1	1.65	.19	-.13	.60	14.94	223.33	-46	44	90
UR		623	.64	3	.98	.44	.14	.49	12.31	151.54	-38	48	86
CNGRNC		623	8.99	4	8.53	-.05	.12	.59	14.67	215.30	-42	52	94
Grade 10 Female, Black:													
LR		623	8.89	-3	9.44	-.59	-.22	.83	20.74	430.23	-47	54	101
EU		623	2.55	-2	3.05	-.16	-.13	.60	14.88	221.54	-42	47	89
UR		623	2.59	-1	1.46	.12	.46	.51	12.68	160.79	-29	46	75
CNGRNC		623	7.72	-2	6.24	-.30	.17	.62	15.36	235.89	-33	54	87
Grade 10 Male, Black:													
LR		515	6.38	4	5.11	-.32	-.06	.85	19.35	374.33	-49	48	97
EU		515	1.45	-7	1.39	.26	-.05	.59	13.27	176.12	-38	54	92
UR		515	.43	-5	-.53	.03	.33	.50	11.26	126.89	-32	33	65
CNGRNC		515	5.41	2	4.13	-.04	.31	.61	13.82	191.04	-38	48	86

Table 8, Continued
Summary, Relationship Inventory Scores, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 10 Female, White:													
LR		679	11.72	27	15.88	-.52	-.54	.91	23.61	557.43	-51	53	104
EU		679	3.83	10	5.46	-.71	-.21	.70	18.34	336.43	-42	45	87
UR		679	2.47	-5	2.28	-.15	-.01	.55	14.43	208.20	-39	39	78
CNGRNC		679	13.44	29	14.92	-.44	-.31	.64	16.74	280.15	-36	51	87
Grade 10 Male, White:													
LR		587	7.26	11	7.91	-.62	-.25	.95	22.88	523.81	-52	52	104
EU		587	1.47	5	1.65	-.18	-.03	.69	16.71	279.05	-48	45	93
UR		587	1.18	-6	.31	.18	.18	.56	13.59	184.76	-45	45	90
CNGRNC		587	9.11	5	8.19	-.42	.10	.62	15.06	226.77	-31	53	84
Grade 11 Female, Black:													
LR		556	12.55	0	14.59	-.36	-.38	.87	20.43	417.29	-49	54	103
EU		556	2.84	-2	3.50	-.04	-.32	.64	15.10	228.05	-44	53	97
UR		556	4.16	0	3.64	.33	.47	.53	12.57	157.88	-30	49	79
CNGRNC		556	9.55	0	9.12	-.44	-.03	.70	16.54	273.70	-43	50	93
Grade 11 Male, Black:													
LR		748	10.05	8	9.50	-.23	-.24	.70	19.02	361.74	-43	54	97
EU		748	1.69	2	2.00	.39	-.20	.48	13.16	173.07	-42	38	80
UR		748	1.17	-5	.18	.32	.32	.43	11.69	136.71	-32	48	80
CNGRNC		748	6.51	-5	5.65	-.40	.20	.50	13.77	189.65	-28	48	76
Grade 11 Female, White:													
LR		552	14.71	30	20.08	-.21	-.76	1.03	24.29	589.74	-54	54	108
EU		552	3.79	13	5.67	-.73	-.27	.81	18.96	359.41	-45	42	87
UR		552	2.71	-9	1.96	-.13	.02	.66	15.51	240.53	-43	48	91
CNGRNC		552	14.46	30	16.39	-.43	-.44	.75	17.59	309.48	-36	51	87
Grade 11 Male, White:													
LR		467	11.02	9	12.33	-.39	-.38	1.08	23.36	545.51	-52	54	106
EU		467	2.91	0	2.77	-.18	-.05	.76	16.51	272.63	-42	48	90
UR		467	2.42	-2	.54	.30	.37	.70	15.21	231.43	-39	53	92
CNGRNC		467	10.90	6	8.85	-.44	.19	.76	16.48	271.51	-31	54	85
Grade 12 Female, Black:													
LR		483	14.28	24	16.73	-.27	-.43	.92	20.11	404.28	-43	54	97
EU		483	4.36	2	5.64	-.28	-.12	.71	15.57	242.39	-35	52	87
UR		483	4.26	10	3.59	.43	.30	.61	13.39	179.18	-35	54	89
CNGRNC		483	11.37	15	11.89	-.45	-.13	.74	16.22	262.93	-41	54	95

Table 8, Concluded
Summary, Relationship Inventory Scores, Concluded

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 12 Male, Black:													
LR		434	10.13	10	10.60	-.30	-.29	.84	17.45	304.39	-38	54	92
EU		434	1.28	1	1.08	-.24	-.07	.61	12.71	161.44	-35	36	71
UR		434	.51	-4	.33	.26	-.01	.55	11.47	131.48	-33	37	70
CNGRNC		434	6.72	7	6.42	-.06	.11	.66	13.70	187.71	-30	46	76
Grade 12 Female, White:													
LR		489	16.37	23	22.53	-.27	-.71	1.04	23.07	532.15	-53	54	107
EU		489	6.84	20	9.25	-.63	-.31	.83	18.25	333.04	-43	47	90
UR		489	4.62	4	4.68	.01	-.27	.68	14.96	223.92	-46	42	88
CNGRNC		489	17.22	30	19.94	-.46	-.47	.75	16.50	272.26	-34	53	87
Grade 12 Male, White:													
LR		462	12.61	24	14.93	-.08	-.56	1.03	22.15	490.70	-54	53	107
EU		462	3.64	11	5.04	-.20	-.22	.76	16.23	263.49	-45	45	90
UR		462	1.65	5	1.78	-.06	.18	.63	13.47	181.35	-30	45	75
CNGRNC		462	13.52	18	13.30	-.24	-.15	.74	15.80	249.57	-36	54	90

* All statistics are from the Statistical Package for the Social Sciences (SPSS).

** LR = Level of Regard, EU = Empathic Understanding, UR = Unconditionality of Regard, CNGRNC = Congruence

Table 9
Analysis of Variance
Relationship Inventory
Total Group by Sex

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Level of Regard:										
	Male	11,748	7.93	20.12	.19	-54	54	1, 24146	194.30	.000*
	Female	12,400	11.67	21.49	.19	-54	54			
Empathic Understanding:										
	Male	11,748	1.81	13.71	12.65	-48	54	1, 24146	146.39	.000
	Female	12,400	4.10	15.54	.14	-49	53			
Unconditionality of Regard:										
	Male	11,748	-.72	11.75	.11	-43	53	1, 24146	153.88	.000
	Female	12,400	1.26	12.99	.12	-54	54			
Congruence:										
	Male	11,748	5.73	14.08	.13	-48	54	1, 24146	397.50	.000
	Female	12,400	9.56	15.68	.14	-47	54			

* p is less than .0005

Table 10
Analysis of Variance of
Relationship Inventory Scores
by Grade and Sex

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Level of Regard:										
	Grade 6, Males	2,146	8.93	21.47	.46	-54	54	1, 4197	53.75	.000*
	Grade 6, Females	2,052	13.82	21.80	.48	-54	54			
Empathic Understanding:										
	Grade 6, Males	2,146	3.01	14.48	.31	-48	49	1, 4197	40.51	.000
	Grade 6, Females	2,052	5.95	15.46	.34	-47	48			
Unconditionality of Regard:										
	Grade 6, Males	2,146	-1.99	11.92	.26	-41	53	1, 4197	7.31	.007
	Grade 6, Females	2,052	-.96	12.77	.28	-46	51			
Congruence:										
	Grade 6, Males	2,146	4.69	14.11	.30	-40	50	1, 4197	47.36	.000
	Grade 6, Females	2,052	7.86	15.74	.35	-47	54			
Level of Regard:										
	Grade 7, Males	2,148	7.94	20.07	.43	-48	54	1, 4362	31.33	.000
	Grade 7, Females	2,216	11.40	20.71	.44	-52	54			
Empathic Understanding:										
	Grade 7, Males	2,148	2.34	13.65	.29	-48	52	1, 4362	14.63	.000
	Grade 7, Females	2,216	3.95	14.00	.30	-41	46			
Unconditionality of Regard:										
	Grade 7, Males	2,148	-1.84	11.55	.25	-43	48	1, 4362	10.02	.002
	Grade 7, Females	2,216	-.74	11.56	.25	-54	43			
Congruence:										
	Grade 7, Males	2,148	5.04	13.80	.30	-45	52	1, 4362	38.94	.000
	Grade 7, Females	2,216	7.69	14.23	.30	-43	51			

Table 10, Continued

Analysis of Variance, Relationship Inventory Scores by Grade and Sex

Page 2

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Level of Regard, Grade 8:										
	Males	2,178	6.38	20.79	.45	-54	54	1, 4488	15.59	.000
	Females	2,312	8.89	21.78	.45	-54	54			
Empathic Understanding, Grade 8:										
	Males	2,178	.91	13.85	.30	-46	46	1, 4488	27.32	.000
	Females	2,312	3.19	15.25	.32	-47	51			
Unconditionality of Regard, Grade 8:										
	Males	2,178	-1.20	11.76	.25	-40	53	1, 4488	2.83	.089
	Females	2,312	-.59	12.61	.26	-46	48			
Congruence, Grade 8:										
	Males	2,178	4.91	14.00	.30	-48	49	1, 4488	55.44	.000
	Females	2,312	8.15	15.10	.31	-42	54			
Level of Regard, Grade 9:										
	Males	2,071	7.14	19.42	.43	-54	54	1, 4282	29.74	.000
	Females	2,213	10.56	21.47	.46	-51	54			
Empathic Understanding, Grade 9:										
	Males	2,071	1.51	13.40	.29	-47	54	1, 4282	19.33	.000
	Females	2,213	3.46	15.47	.33	-48	48			
Unconditionality of Regard, Grade 9:										
	Males	2,071	-.06	11.36	.25	-40	48	1, 4282	12.87	.000
	Females	2,213	1.27	12.92	.27	-51	54			
Congruence, Grade 9:										
	Males	2,071	5.86	14.02	.31	-48	53	1, 4282	83.12	.000
	Females	2,213	9.92	15.09	.32	-36	53			
Level of Regard, Grade 10:										
	Males	1,508	6.81	20.86	.54	-52	54	1, 3214	19.28	.000
	Females	1,708	10.17	22.33	.54	-51	54			
Empathic Understanding, Grade 10:										
	Males	1,508	1.40	14.73	.38	-48	54	1, 3214	6.83	.009
	Females	1,708	2.87	16.82	.41	-42	47			

Table 10, Concluded
Analysis of Variance, Relationship Inventory Scores by Grade and Sex

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Unconditionality of Regard, Grade 10:										
Males		1,508	.89	12.19	.31	-45	45	1, 3214	14.74	.000
Females		1,708	2.65	13.56	.33	-39	46			
Congruence, Grade 10:										
Males		1,508	7.08	14.48	.37	-38	53	1, 3214	49.95	.000
Females		1,708	10.77	16.21	.39	-36	54			
Level of Regard, Grade 11:										
Males		1,310	9.96	20.30	.56	-52	54	1, 2864	15.45	.000
Females		1,556	13.09	22.25	.56	-54	54			
Empathic Understanding, Grade 11:										
Males		1,310	1.92	14.20	.39	-42	48	1, 2864	6.05	.013
Females		1,556	3.38	17.01	.43	-49	53			
Unconditionality of Regard, Grade 11:										
Males		1,310	.97	12.92	.36	-39	53	1, 2864	29.02	.000
Females		1,556	3.70	13.95	.35	-43	49			
Congruence, Grade 11:										
Males		1,310	8.05	15.03	.42	-42	54	1, 2864	40.81	.000
Females		1,556	11.23	17.23	.44	-43	51			
Level of Regard, Grade 12:										
Males		1,184	11.05	20.35	.59	-54	54	1, 2479	25.16	.000
Females		1,297	15.28	21.50	.60	-53	54			
Empathic Understanding, Grade 12:										
Males		1,184	2.47	14.72	.43	-45	45	1, 2497	21.97	.000
Females		1,297	5.48	17.04	.47	-43	52			
Unconditionality of Regard, Grade 12:										
Males		1,184	1.38	12.67	.37	-40	45	1, 2497	35.96	.0000
Females		1,297	4.64	14.21	.39	-46	54			
Congruence, Grade 12:										
Males		1,184	9.55	15.42	.45	-36	54	1, 2497	55.72	.000
Females		1,297	14.37	16.63	.46	-41	54			

87
* p is less than .0005

Table 11
Analysis of Variance
Relationship Inventory
Sex and Race by Grade

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Level of Regard, Grade 6:										
	White Male	638	11.20	23.91	.95	-51	54	3, 2697	17.04	.000*
	White Female	603	17.85	23.47	.96	-52	54			
	Black Male	761	10.40	16.11	.58	-44	52			
	Black Female	699	13.41	18.58	.70	-53	54			
Empathic Understanding, Grade 6:										
	White Male	638	4.18	16.66	.66	-42	47	3, 2697	13.21	.000
	White Female	603	8.45	17.37	.71	-40	48			
	Black Male	761	4.03	11.16	.40	-40	44			
	Black Female	699	5.74	11.59	.44	-35	38			
Unconditionality of Regard, Grade 6:										
	White Male	638	-.59	13.66	.54	-35	53	3, 2697	13.46	.000
	White Female	603	1.49	14.74	.60	-46	51			
	Black Male	761	-2.62	9.94	.36	-34	40			
	Black Female	699	-1.76	11.43	.43	-41	42			
Congruence, Grade 6:										
	White Male	638	7.19	15.66	.62	-40	47	3, 2697	58.08	.000
	White Female	603	12.69	16.86	.69	-32	54			
	Black Male	761	2.71	12.00	.44	-35	45			
	Black Female	699	4.82	13.40	.51	-30	54			
Level of Regard, Grade 7:										
	White Male	681	7.66	22.21	.85	-48	54	3, 2637	9.57	.000
	White Female	691	12.66	21.71	.83	-52	54			
	Black Male	634	9.00	17.48	.69	-47	54			
	Black Female	635	12.22	19.86	.79	-47	54			
Empathic Understanding, Grade 7:										
	White Male	681	1.76	15.65	.60	-48	42	3, 2637	4.81	.003
	White Female	691	4.38	15.10	.57	-35	42			
	Black Male	634	2.88	10.87	.43	-41	45			
	Black Female	635	3.91	12.85	.51	-40	41			

Table 11, Continued
Analysis of Variance
Relationship Inventory
Sex and Race by Grade, Continued

Page 2

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Unconditionality of Regard, Grade 7:										
	White Male	681	-1.42	12.80	.49	-41	48			
	White Females	691	-.83	12.15	.46	-28	43			
	Black Males	634	-3.09	9.96	.40	-43	31			
	Black Females	635	-.60	11.09	.44	-28	38	3, 2637	6.04	.001
Congruence, Grade 7:										
	White Males	681	6.73	14.66	.56	-34	52			
	White Females	691	10.79	14.71	.56	-31	51			
	Black Males	634	2.31	12.25	.49	-45	46			
	Black Females	635	5.46	13.36	.53	-33	46	3, 2637	42.86	.000
Level of Regard, Grade 8:										
	White Males	726	5.81	23.77	.88	-54	54			
	White Females	721	6.61	24.52	.91	-54	54			
	Black Males	655	5.96	17.86	.70	-46	53			
	Black Females	707	9.58	19.28	.73	-46	54	3, 2637	4.66	.003
Empathic Understanding, Grade 8:										
	White Males	726	.28	16.22	.60	-42	46			
	White Females	721	1.01	17.56	.65	-47	51			
	Black Males	655	1.26	11.38	.44	-34	40			
	Black Females	707	3.39	12.39	.47	-41	44	3, 2637	5.92	.001
Unconditionality of Regard, Grade 8:										
	White Males	726	-1.13	13.05	.48	-40	53			
	White Females	721	-1.39	13.35	.50	-40	47			
	Black Males	655	-2.77	10.09	.39	-31	42			
	Black Females	707	-1.51	12.08	.45	-39	48	3, 2637	2.39	.066
Congruence, Grade 8:										
	White Males	726	7.04	15.47	.57	-48	49			
	White Females	721	9.25	15.84	.59	-39	48			
	Black Males	655	2.15	12.11	.47	-31	42			
	Black Females	707	5.27	13.95	.52	-42	54	3, 2637	29.44	.000

Table 11, Continued
Analysis of Variance, Relationship Inventory Scores, Sex and Race by Grade, Continued

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Level of Regard, Grade 9:										
	White Male	623	8.10	21.10	.85	-54	54			
	White Female	735	10.73	22.64	.84	-48	52			
	Black Male	725	6.02	17.74	.66	-49	54			
	Black Female	715	9.56	19.65	.73	-50	51	3, 2794	7.22	.000
Empathic Understanding, Grade 9:										
	White Male	623	1.75	14.94	.60	-46	44			
	White Female	735	3.77	17.32	.64	-48	45			
	Black Male	725	1.55	11.64	.43	-39	48			
	Black Female	715	2.35	13.58	.51	-38	39	3, 2794	3.44	.016
Unconditionality of Regard, Grade 9:										
	White Male	623	.64	12.13	.49	-38	48			
	White Female	735	.99	13.51	.50	-34	41			
	Black Male	725	-1.33	10.27	.38	-35	37			
	Black Female	715	-.08	11.49	.43	-36	34	3, 2794	5.29	.001
Congruence, Grade 9:										
	White Male	623	8.99	14.67	.59	-42	52			
	White Female	735	12.83	15.71	.58	-33	52			
	Black Male	725	2.51	12.66	.47	-47	43			
	Black Female	715	5.60	13.94	.52	-31	45	3, 2794	70.07	.000
Level of Regard, Grade 10:										
	White Male	587	7.26	22.89	.94	-52	52			
	White Female	679	11.72	23.61	.91	-51	53			
	Black Male	515	6.38	19.35	.85	-49	48			
	Black Female	623	8.89	20.74	.83	-47	54	3, 2400	7.13	.000
Empathic Understanding, Grade 10:										
	White Male	587	1.47	16.70	.69	-48	45			
	White Female	679	3.83	18.34	.70	-42	45			
	Black Male	515	1.45	13.27	.58	-38	54			
	Black Female	623	2.55	14.88	.60	-42	47	3, 2400	3.07	.027

Table 11, Continued
Analysis of Variance, Relationship Inventory Scores, Sex and Race by Grade, Continued

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Unconditionality of Regard, Grade 10:										
	White Male	587	1.18	13.59	.56	-45	45			
	White Female	679	2.47	14.43	.55	-39	39			
	Black Male	515	.43	11.26	.50	-32	33			
	Black Female	623	2.59	12.68	.51	-29	46	3, 2400	3.62	.013
Congruence, Grade 10:										
	White Male	587	9.11	15.06	.62	-31	53			
	White Female	679	13.44	16.74	.64	-36	51			
	Black Male	515	5.41	13.82	.61	-38	48			
	Black Female	623	7.72	15.36	.62	-33	54	3, 2400	29.59	.000
Level of Regard, Grade 11:										
	White Male	467	11.02	23.36	1.08	-52	54			
	White Female	552	14.71	24.28	1.03	-54	54			
	Black Male	748	10.05	19.02	.70	-43	54			
	Black Female	556	12.55	20.43	.87	-49	54	3, 2319	5.35	.001
Empathic Understanding, Grade 11:										
	White Male	467	2.91	16.51	.76	-42	48			
	White Female	552	3.79	18.96	.81	-45	42			
	Black Male	748	1.69	13.16	.48	-42	48			
	Black Female	556	2.84	15.10	.64	-44	53	3, 2319	1.92	.122
Unconditionality of Regard, Grade 11:										
	White Male	467	2.42	15.21	.70	-39	53			
	White Female	552	2.72	15.51	.66	-43	48			
	Black Male	748	1.17	11.69	.43	-32	48			
	Black Female	556	4.15	12.57	.53	-30	49	3, 2319	5.15	.002
Congruence, Grade 11:										
	White Male	467	10.90	16.48	.76	-31	54			
	White Female	552	14.45	17.59	.75	-36	51			
	Black Male	748	6.51	13.77	.50	-28	48			
	Black Female	556	9.55	16.54	.70	-43	50	3, 2319	26.93	.000

Table 11, Concluded
Analysis of Variance, Relationship Inventory Scores, Sex and Race by Grade, Continued

Page 5

Score	Group	N	Mean	Standard Deviation	Standard Error	Minimum	Maximum	d.f.	F	F Prob.
Level of Regard, Grade 12:										
	White Male	462	12.61	22.15	1.03	-54	53			
	White Female	489	16.37	23.07	1.04	-53	54			
	Black Male	434	10.13	17.45	.84	-38	54			
	Black Female	483	14.28	20.11	.91	-43	54	3, 1864	7.34	.000
Empathic Understanding, Grade 12:										
	White Male	462	3.64	16.23	.76	-45	45			
	White Female	489	6.84	18.25	.83	-43	47			
	Black Male	434	1.28	12.71	.61	-35	36			
	Black Female	483	4.36	15.57	.71	-35	52	3, 1864	9.57	.000
Unconditionality of Regard, Grade 12:										
	White Male	462	1.65	13.47	.63	-30	45			
	White Female	489	4.62	14.96	.68	-46	42			
	Black Male	434	.51	11.47	.55	-33	37			
	Black Female	483	4.25	13.39	.61	-35	54	3, 1864	10.22	.000
Congruence, Grade 12:										
	White Male	462	13.52	15.80	.74	-36	54			
	White Female	489	17.22	16.50	.75	-34	53			
	Black Male	434	6.72	13.70	.66	-30	46			
	Black Female	483	11.37	16.22	.74	-41	54	3, 1864	36.03	.000

*p is less than .005

Table 12
SUMMARY
Elementary School IAV Scores

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
<u>Grade 3:</u>													
SI*		2,145	46.75	51	46.92	-.09	-.33	.10	4.49	20.17	29	57	28
SII			50.65	57	52.83	2.71	-1.58	.16	7.19	51.72	19	57	38
SIII			52.49	55	53.69	3.24	-1.61	.09	4.24	17.97	27	57	30
SD			8.98	10	8.94	-.07	.19	.10	4.48	20.03	0	27	27
OI			45.90	51	47.07	.81	-.93	.14	6.64	44.06	19	57	38
OII			50.48	57	52.94	2.04	-1.47	.16	7.55	57.00	19	57	38
OIII			50.46	55	52.56	3.33	-1.74	.14	6.53	42.68	19	57	38
OD			8.32	7	7.85	-.43	.37	.11	5.25	27.56	0	27	27
CatSco			14.83	0	5.99	1.77	1.22	.36	16.65	277.25	0	82	82
<u>Grade 4:</u>													
SI		2,407	45.71	46	45.85	.01	-.31	.10	4.78	22.87	28	57	29
SII			49.75	57	51.61	1.78	-1.39	.16	7.79	60.72	19	57	38
SIII			52.34	55	53.74	3.99	-1.76	.09	4.63	21.45	24	57	33
SD			9.80	8	9.76	.83	.31	.09	4.52	20.43	0	38	38
OI			45.69	51	46.82	.69	-.90	.14	6.79	46.12	19	57	38
OII			50.46	57	52.74	1.76	-1.39	.15	7.28	53.05	19	57	38
OIII			50.85	55	52.72	3.55	-1.73	.13	6.24	38.91	19	57	38
OD			8.45	4	7.98	.12	.51	.10	5.10	25.98	0	38	38
CatSco			13.79	0	6.47	-.74	.66	.29	14.29	204.27	0	82	82
<u>Grade 5:</u>													
SI		2,496	44.81	44	44.80	.37	-.26	.09	4.50	20.26	19	57	38
SII			49.21	57	51.15	1.81	-1.36	.16	7.97	63.51	19	57	38
SIII			52.40	55	53.68	5.42	-1.85	.09	4.55	20.70	19	57	38
SD			10.41	10	10.43	-.16	.08	.09	4.29	18.37	0	26	26
OI			44.36	47	44.96	.61	-.73	.13	6.49	42.14	19	57	38
OII			49.61	57	51.33	1.57	-1.26	.15	7.51	56.42	19	57	38
OIII			50.44	55	52.37	2.99	-1.64	.13	6.54	42.75	19	57	38
OD			9.47	10	9.42	-.11	.25	.10	4.86	23.66	0	33	33
CatSco			14.21	0	6.79	-1.09	.55	.29	14.41	207.78	0	63	63

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 13
Summary
Elementary School IAV
by Sex

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
<u>All Female Students:</u>													
SI*	2,801		45.43	46	45.53	.25	-.27	.09	4.52	20.47	19	57	38
SII			49.54	57	51.26	1.88	-1.38	.15	7.70	59.35	19	57	38
SIII			53.12	55	54.35	7.15	-2.09	.08	3.98	15.85	19	57	38
SD			10.28	11	10.23	-.11	-.13	.08	4.40	19.33	0	26	26
OI			45.68	51	46.67	.80	-.86	.12	6.38	40.73	19	57	38
OII			50.18	57	52.37	1.63	-1.33	.14	7.26	52.71	19	57	38
OIII			51.41	55	53.22	4.51	-1.91	.11	5.98	35.76	19	57	38
OD			8.68	7	8.35	-.15	.36	.09	4.90	23.99	0	33	33
CatSco			13.91	0	6.11	.73	.95	.28	14.95	223.52	0	82	82
<u>All Male Students:</u>													
SI	2,710		45.91	47	46.08	.05	-.33	.09	4.78	22.81	27	57	30
SII			49.75	57	51.86	1.88	-1.40	.15	7.74	59.86	19	57	38
SIII			51.80	55	53.13	3.73	-1.66	.09	4.85	23.48	22	57	35
SD			9.28	10	9.28	.86	.32	.09	4.49	20.18	0	38	38
OI			44.86	51	45.96	.45	-.81	.14	7.04	49.56	19	57	38
OII			49.94	57	52.41	1.86	-1.40	.15	7.77	60.38	19	57	38
OIII			49.81	55	51.73	2.66	-1.60	.13	6.89	47.44	19	57	38
OD			8.76	7	8.43	-.04	.40	.10	5.30	28.12	0	38	38
CatSco			14.86	0	7.25	.70	.92	.30	15.48	239.74	0	82	82

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

Table 14
Summary
Elementary School IAV Scores
by Grade and Sex

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Gr 3F*	SI**	1,024	46.43	46	46.52	-.17	-.25	.14	4.34	18.87	31	57	26
	SII		50.57	57	52.59	2.41	-1.47	.22	6.94	48.11	21	58	36
	SIII		52.85	55	53.96	2.77	-1.58	.12	3.92	15.36	35	57	22
	SD		9.42	8	9.41	.00	.19	.14	4.42	19.51	0	26	26
	OI		46.04	41	46.98	.69	-.82	.19	6.14	37.64	22	57	35
	OII		50.22	57	52.52	1.29	-1.27	.23	7.30	53.30	19	57	38
	OIII		50.99	55	52.86	2.65	-1.59	.19	5.97	35.65	23	57	34
	OD		8.56	7	8.32	-.47	.24	.16	5.05	25.52	0	27	27
	CatSco		15.40	0	6.96	1.53	1.11	.52	16.63	276.41	0	82	82
Gr 3M	SI	1,022	46.97	50	47.22	.01	-.43	.15	4.63	21.41	29	57	28
	SII		50.62	57	52.91	2.75	-1.62	.23	7.39	54.67	19	57	38
	SIII		52.08	55	53.38	3.13	-1.55	.14	4.52	20.47	27	57	30
	SD		8.64	7	8.63	-.07	.23	.14	4.50	20.22	0	27	27
	OI		45.68	51	47.04	.79	-.99	.22	7.07	49.99	19	57	38
	OII		50.63	57	53.24	2.53	-1.62	.25	7.78	60.54	19	57	38
	OIII		49.91	55	52.09	3.29	-1.77	.22	7.05	49.66	19	57	38
	OD		8.20	4	7.52	-.38	.46	.17	5.42	29.32	0	27	27
	CatSco		14.49	0	5.50	2.11	1.34	.53	16.83	283.15	0	82	82
Gr 4F	SI	1,207	45.29	46	45.51	.11	-.32	.13	4.59	21.04	28	57	29
	SII		49.35	57	51.27	1.58	-1.34	.23	7.99	63.81	19	57	38
	SIII		52.89	55	54.30	6.05	-2.08	.13	4.34	18.87	24	57	33
	SD		10.49	11	10.46	-.22	.15	.12	4.32	18.69	0	26	26
	OI		45.92	51	47.00	.94	-.97	.19	6.53	42.70	19	57	38
	OII		50.51	57	52.68	1.64	-1.36	.21	7.15	51.14	19	57	38
	OIII		51.42	55	53.19	4.80	-1.96	.17	6.01	36.14	19	57	38
	OD		8.59	4	8.04	-.19	.47	.14	5.00	25.03	0	25	25
	CatSco		13.03	0	5.97	-.89	.67	.40	13.85	191.84	0	65	65
Gr 4M	SI	1,097	45.97	43	46.08	-.01	-.31	.15	4.94	24.38	28	57	29
	SII		49.87	57	51.62	1.85	-1.38	.23	7.59	57.59	19	57	38
	SIII		51.58	55	52.92	2.48	-1.45	.15	4.90	24.03	25	57	32
	SD		9.21	10	9.26	2.16	.51	.14	4.59	21.02	0	38	38
	OI		45.27	51	46.34	.45	-.81	.21	7.09	50.30	19	57	38
	OII		50.17	57	52.62	1.69	-1.36	.23	7.55	57.00	19	57	38
	OIII		50.05	55	51.80	2.47	-1.49	.20	6.49	42.05	20	57	37
	OD		8.42	4	8.06	.40	.52	.16	5.22	27.29	0	38	38
	CatSco		14.58	0	7.57	-.57	.66	.44	14.75	217.56	0	82	82

Table 14, Concluded

Summary, Elementary IAV Scores by Grade and Sex, Concluded

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Gr 5F	SI	1,195	44.58	43	44.35	.54	-.22	.13	4.46	19.87	19	56	37
	SII		49.10	57	50.98	1.73	-1.33	.23	7.95	63.17	19	57	38
	SIII		53.13	55	54.43	8.36	-2.10	.12	4.01	16.08	19	57	38
	SD		10.81	13	10.94	-.13	.08	.13	4.32	18.68	0	26	26
	OI		45.04	48	45.63	.57	-.69	.18	6.16	37.93	19	57	38
	OII		49.90	57	51.68	1.84	-1.34	.21	7.31	53.43	19	57	38
	OIII		51.50	55	53.14	4.66	-1.86	.17	5.73	32.86	19	57	38
	OD		9.19	10	9.08	-.03	.32	.14	4.69	22.00	0	33	33
	CatSco		13.38	0	5.91	-.90	.66	.41	14.12	199.28	0	63	63
Gr 5M	SI	1,198	45.01	42	45.21	.27	-.34	.13	4.52	20.40	27	57	30
	SII		49.35	57	51.36	1.78	-1.35	.23	7.89	62.30	19	57	38
	SIII		51.58	55	52.90	3.85	-1.65	.14	4.95	24.51	22	57	35
	SD		9.99	10	9.95	-.18	.11	.12	4.15	17.24	0	24	24
	OI		43.75	43	44.47	.57	-.74	.19	6.68	44.61	19	57	38
	OII		49.40	57	51.18	1.48	-1.24	.22	7.73	59.80	19	57	38
	OIII		49.37	55	51.36	1.93	-1.44	.20	7.06	49.85	19	57	38
	OD		9.68	8	9.59	-.12	.21	.15	5.01	25.13	0	30	30
	CatSco		14.84	0	7.70	-1.22	.47	.42	14.61	213.58	0	63	63

* Grade 3 Female

** SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 15
Summary
Elementary School IAV
by Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	St.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Black Students:													
SI*	2,078		46.15	46	46.21	.16	-.33	.10	4.65	21.65	27	57	30
SII			51.30	57	53.48	3.19	-1.72	.15	7.00	49.03	19	57	38
SIII			51.96	55	53.12	4.03	-1.65	.10	4.47	20.00	24	57	33
SD			9.55	12	9.54	.93	.34	.10	4.71	22.17	0	38	38
OI			45.30	51	46.21	.58	-.77	.14	6.41	41.13	19	57	38
OII			50.64	57	53.59	1.89	-1.48	.17	7.79	60.72	19	57	38
OIII			50.03	55	51.59	2.57	-1.51	.14	6.28	39.43	19	57	38
OD			9.13	12	8.92	.12	.37	.12	5.37	28.81	0	38	38
CatSco			15.02	0	5.86	1.43	1.12	.37	16.77	288.36	0	82	82
All White Students:													
SI	3,433		45.38	46	45.52	.14	-.27	.08	4.63	21.47	19	57	38
SII			48.65	57	50.71	1.43	-1.24	.14	7.96	63.37	19	57	38
SIII			52.78	55	54.19	5.97	-2.04	.08	4.45	19.82	19	57	38
SD			9.88	10	9.84	-.17	.13	.07	4.31	18.60	0	27	27
OI			45.27	51	46.41	.65	-.88	.12	6.91	47.70	19	57	38
OII			49.71	57	51.37	1.79	-1.32	.13	7.32	53.63	19	57	38
OIII			50.98	55	53.04	4.07	-1.90	.11	6.59	43.42	19	57	38
OD			8.47	7	8.11	-.30	.37	.08	4.92	24.17	0	27	27
CatSco			13.99	0	7.08	-.48	.70	.24	14.18	201.14	0	82	82

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

Table 16
Summary
Elementary School IAV
by Grade and Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Gr 3E*	SI**	643	47.05	51	47.36	.46	-.53	.18	4.54	20.63	29	57	28
	SII		51.55	57	53.70	3.58	-1.75	.26	6.62	43.81	19	57	38
	SIII		51.75	55	52.95	3.04	-1.49	.18	4.46	19.92	27	7	30
	SD		8.49	7	8.37	-.15	.26	.18	4.64	21.51	0	24	24
	OI		45.98	51	47.12	1.05	-.96	.25	6.38	40.74	19	57	38
	OII		50.78	57	54.00	2.52	-1.64	.32	7.94	63.08	19	57	38
	OIII		49.66	55	51.23	2.16	-1.40	.25	6.19	38.28	23	57	34
	OD		8.53	0	8.00	-.51	.33	.22	5.48	30.02	0	27	27
	CatSco		15.57	0	8.25	1.87	1.27	.70	17.76	315.38	0	82	82
Gr 3W	SI	1,111	46.38	44	46.51	-.39	-.19	.13	4.47	20.00	32	57	25
	SII		49.81	57	51.42	2.08	-1.43	.23	7.49	56.10	19	57	38
	SIII		53.11	55	54.39	4.73	-1.91	.12	3.94	15.52	31	57	26
	SD		9.28	9	9.21	.14	.21	.13	4.32	18.66	0	27	27
	OI		45.61	51	46.83	.68	-.93	.21	6.90	47.67	19	57	38
	OII		50.08	57	52.47	1.67	-1.36	.22	7.36	54.20	19	57	38
	OIII		50.99	55	53.22	4.45	-2.03	.21	6.81	46.43	19	57	38
	OD		8.25	7	7.78	-.26	.40	.15	5.11	26.13	0	27	27
	CatSco		14.98	0	6.25	2.05	1.27	.50	16.56	274.28	0	82	82
Gr 4B	SI	656	46.30	46	46.29	.28	-.32	.18	4.72	22.30	28	57	29
	SII		51.50	57	54.15	3.21	-1.75	.28	7.04	49.52	19	57	38
	SIII		51.83	55	53.08	5.58	-1.96	.19	4.72	22.32	24	57	33
	SD		9.53	10	9.53	2.84	.67	.19	4.86	23.58	0	38	38
	OI		45.92	51	46.92	.64	-.82	.25	6.49	42.05	19	57	38
	OII		51.24	57	54.87	1.56	-1.49	.30	7.65	58.58	19	57	38
	OIII		50.55	55	52.01	3.18	-1.60	.23	5.90	34.84	19	57	38
	OD		8.73	4	8.14	.66	.60	.21	5.41	29.30	0	38	38
	CatSco		12.93	0	4.29	-.12	.89	.58	14.98	224.40	0	82	82
Gr 4W	SI	1,136	45.31	45	45.45	.05	-.30	.14	4.73	22.37	28	57	29
	SII		48.31	57	50.51	1.11	-1.17	.24	8.11	65.83	19	57	38
	SIII		52.70	55	54.16	3.78	-1.81	.13	4.52	20.45	31	57	26
	SD		9.98	11	1.94	-.34	.13	.13	4.40	19.38	0	24	24
	OI		45.66	51	46.97	.73	-.97	.21	7.07	50.01	20	57	37
	OII		49.94	57	51.34	1.92	-1.33	.21	7.03	49.45	19	57	38
	OIII		51.13	57	53.12	4.01	-1.87	.19	6.41	41.14	19	57	38
	OD		8.14	4	7.79	-.18	.45	.15	4.93	24.27	0	25	25
	CatSco		14.12	0	8.02	-.97	.56	.41	13.73	188.57	0	65	65

Table 16, Concluded
Summary, Elementary School IAV by Grade and Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Gr 5B	SI	450	44.67	43	44.50	.17	-.25	.22	4.59	21.05	27	56	29
	SII		50.49	57	52.79	2.52	-1.57	.28	7.44	55.37	19	57	38
	SIII		52.26	55	53.41	2.69	-1.40	.16	4.30	18.49	27	57	30
	SD		10.77	9	10.81	-.03	.17	.17	4.36	18.98	0	26	26
	OI		44.03	48	-4.38	.32	-.60	.24	6.23	38.76	20	57	37
	OII		49.68	57	51.53	1.53	-1.31	.30	7.84	61.47	19	57	38
	OIII		49.93	55	51.81	2.32	-1.51	.25	6.66	44.39	19	57	38
	OD		10.35	8	10.38	.56	.31	.19	5.01	25.07	0	33	33
	CatSco		15.55	0	7.90	-1.20	.42	.58	15.18	230.54	0	63	63
Gr 5W	SI	1,276	44.72	46	44.73	.50	-.30	.13	4.57	20.88	19	56	37
	SII		48.34	57	50.34	1.38	-1.20	.23	8.09	65.43	19	57	38
	SIII		52.53	55	53.91	7.40	-2.18	.13	4.75	22.52	19	57	38
	SD		10.16	10	10.18	-.29	.07	.12	4.22	17.78	0	24	24
	OI		44.66	47	45.50	.67	-.80	.19	6.67	44.49	19	57	38
	OII		49.38	57	51.16	1.80	-1.29	.21	7.51	56.38	19	57	38
	OIII		50.75	57	52.70	3.60	-1.77	.18	6.54	42.81	19	57	38
	OD		8.85	7	8.60	-.45	.26	.13	4.74	22.43	0	23	23
	CatSco		13.62	0	6.65	-.94	.64	.39	13.89	192.79	0	63	63

* Grade 3 Black Students

** SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

Table 17
Summary
Elementary School IAY
Total Group by Sex and Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Female Black Students:													
SI*	1,043	45.82	44	45.81	.17	-.29	.14		4.50	21.20	28	57	29
SII		51.16	57	53.69	2.66	-1.65	.23		7.27	52.89	21	57	36
SIII		52.37	55	53.41	4.67	-1.75	.13		4.18	17.46	24	57	33
SD		9.98	12	10.09	-.13	.15	.14		4.65	21.62	0	26	26
OI		45.46	48	46.35	.74	-.82	.20		6.27	39.28	19	57	38
OII		50.86	57	53.69	1.52	-1.38	.23		7.41	54.96	19	57	38
OIII		50.59	55	52.22	3.30	-1.60	.19		5.98	35.73	19	57	38
OD		8.96	12	8.79	.06	.34	.16		5.07	25.70	0	33	33
CatSco		14.30	0	5.10	1.69	1.18	.51		16.40	268.78	0	82	82
All Male Black Students:													
SI	1,035	46.48	46	46.66	.18	-.37	.15		4.68	21.91	27	57	30
SII		51.44	57	53.40	3.82	-1.79	.21		6.72	45.13	19	57	38
SIII		51.54	55	52.81	3.45	-1.54	.15		4.72	22.24	25	57	32
SD		9.13	10	9.06	2.08	.53	.15		4.73	22.37	0	38	38
OI		45.13	51	46.06	.43	-.71	.21		6.56	42.99	19	57	38
OII		50.42	57	53.52	2.02	-1.53	.26		8.15	66.49	19	57	38
OIII		49.47	55	51.18	1.98	-1.43	.21		6.53	42.59	23	57	34
OD		9.30	12	9.06	.08	.37	.18		5.65	31.91	0	38	38
CatSco		15.75	0	6.45	1.20	.107	.53		17.12	293.13	0	82	82
All Female White Students:													
SI	1,758	45.20	46	45.36	.31	-.26	.11		4.46	19.90	19	57	38
SII		48.59	57	50.57	1.68	-1.28	.19		7.80	60.76	19	57	38
SIII		53.57	55	54.68	9.73	-2.39	.09		3.79	14.37	19	57	38
SD		10.36	11	10.29	-.13	.13	.10		4.23	17.92	0	26	26
OI		45.81	51	46.85	.84	-.89	.15		6.45	41.56	19	57	38
OII		49.78	57	51.34	1.77	-1.32	.17		7.14	50.98	19	57	38
OIII		51.89	55	53.85	5.56	-2.14	.14		5.93	35.16	19	57	38
OD		8.51	7	8.12	-.33	.36	.11		4.79	22.91	0	25	25
CatSco		13.68	0	6.47	-.61	.70	.33		14.02	196.64	0	82	82
All Male White Students:													
SI	1,675	45.56	47	45.70	-.01	-.29	.12		4.80	23.05	27	57	30
SII		48.71	57	50.88	1.20	-1.21	.20		8.13	66.13	19	57	38
SIII		51.95	55	53.38	3.92	-1.74	.12		4.92	24.20	22	57	35
SD		9.37	10	9.41	-.22	.15	.11		4.34	18.81	0	27	27
OI		44.70	51	45.90	.38	-.83	.18		7.32	53.54	19	57	38
OII		49.64	57	51.41	1.78	-1.31	.18		7.51	56.44	19	57	38

Table 17, Concluded

Summary, Elementary School IAV, Total Group by Sex and Race, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Male White Students, Concluded:													
OIII		50.01	55	52.20	2.98	-1.69	.17	7.09	50.30	19	57	38	
OD		8.43	9	8.10	-.28	.37	.12	5.05	25.51	0	27	27	
CatSco		14.31	0	7.61	-.37	.70	.35	14.35	205.77	0	82	82	

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

Table 18
Summary
Elementary School IAV
Sex and Race by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 3 Male Black Students:													
SI*		359	47.30	50	47.60	.78	-.63	.24	4.48	20.10	29	56	27
SII			51.58	57	53.80	4.20	-1.90	.36	4.73	45.32	19	57	38
SIII			51.47	55	52.76	3.02	-1.45	.25	4.71	22.13	27	57	
SD			8.25	7	8.10	-.23	.22	.24	4.61	21.21	0	22	22
OI			46.07	51	47.42	1.16	-1.05	.40	6.68	44.67	19	57	38
OII			50.85	57	54.60	2.79	-1.76	.45	8.37	70.14	19	57	38
OIII			49.36	55	51.11	2.30	-1.46	.36	6.58	43.25	23	57	34
OD			8.25	0	7.38	-.68	.39	.30	5.70	32.53	0	23	23
CatSco			16.62	0	6.38	2.13	1.45	1.03	19.53	381.59	0	82	82
Grade 3 Female Black Students:													
SI		284	46.73	49	47.00	.14	-.42	.27	4.60	21.18	31	57	26
SII			51.51	57	53.50	2.65	-1.54	.39	6.48	42.05	21	57	36
SIII			52.10	55	53.17	2.61	-1.49	.25	4.12	16.98	35	57	22
SD			8.80	11	8.82	-.09	.29	.28	4.67	21.79	0	24	24
OI			45.87	51	46.63	.76	-.81	.36	6.01	36.09	23	57	34
OII			50.70	57	53.15	1.78	-1.41	.44	7.41	54.83	19	57	38
OIII			50.01	53	51.36	1.28	-1.20	.34	5.67	32.17	25	57	32
OD			8.88	6	8.75	-.22	.28	.31	5.17	26.75	0	27	27
CatSco			14.24	0	6.00	-1.11	.54	.90	15.15	229.56	0	63	63
Grade 3 Male White Students:													
SI		522	46.59	50	46.87	-.52	-.24	.21	4.71	22.20	34	57	23
SII			49.71	57	51.75	1.76	-1.39	.34	7.80	60.90	19	57	38
SIII			52.59	55	54.10	4.13	-1.82	.19	4.40	19.36	31	57	26
SD			8.93	9	8.93	.08	.25	.19	4.41	19.46	0	27	27
OI			45.23	53	46.67	.45	-.94	.33	7.50	56.20	19	57	38
OII			50.31	57	52.74	2.21	-1.49	.33	7.47	55.81	19	57	38
OIII			50.20	55	52.71	3.77	-1.94	.33	7.50	56.31	19	57	38
OD			8.18	7	7.53	-.01	.55	.23	5.26	27.65	0	27	27
CatSco			13.71	0	5.61	.87	1.02	.66	15.11	228.24	0	82	82
Grade 3 Female White Students:													
SI		589	46.20	46	46.24	-.27	-.16	.18	4.24	18.01	32	57	25
SII			49.90	57	51.32	2.39	-1.46	.30	7.21	51.94	21	57	36
SIII			53.57	55	54.57	3.95	-1.89	.14	3.42	11.68	38	57	19
SD			9.60	8	9.49	.22	.18	.17	4.22	17.77	0	26	26
OI			45.96	51	47.03	.65	-.84	.26	6.31	39.80	22	57	35
OII			49.88	57	51.71	1.16	-1.23	.30	7.26	52.76	22	57	35
OIII			51.70	55	53.80	4.36	-2.00	.25	6.04	36.52	23	57	34
OD			8.31	7	7.98	-.55	.25	.20	4.98	24.82	0	23	23
CatSco			16.10	0	7.31	2.28	1.35	.73	17.69	312.84	0	82	82

Table 18, Continued
Summary, Elementary School IAV, Sex and Race by Grade, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 4 Male Black Students:													
SI		313	46.83	43	47.02	-.16	-.32	.28	4.91	24.10	30	57	27
SII			51.82	57	54.19	4.18	-1.88	.37	6.57	43.18	19	57	38
SIII			51.58	55	52.82	4.66	-1.80	.27	4.79	22.95	25	57	32
SD			8.74	10	8.65	5.45	1.17	.28	5.10	25.97	0	38	38
OI			45.71	51	46.65	.34	-.65	.37	6.52	42.46	19	57	38
OII			50.88	57	54.67	1.90	-1.56	.45	8.00	63.99	19	57	38
OIII			50.02	55	51.35	1.73	-1.29	.33	5.81	33.74	25	57	32
OD			8.86	4	8.36	1.12	.67	.32	5.74	32.95	0	38	38
CatSco			14.55	0	5.29	-.02	.86	.90	16.20	262.39	0	82	82
Grade 4 Female Black Students:													
SI		343	45.82	46	45.83	.79	-.40	.24	4.50	20.22	28	57	29
SII			51.21	57	54.11	2.48	-1.64	.40	7.43	55.23	21	57	36
SIII			52.05	55	53.33	6.60	-2.12	.25	4.66	21.70	24	57	33
SD			10.27	12	10.36	-.08	.19	.24	4.50	20.25	0	26	26
OI			46.12	51	47.29	.94	-.97	.35	6.46	41.71	19	57	38
OII			51.57	57	55.11	.91	-1.37	.40	7.32	53.56	27	57	30
OIII			51.03	55	52.64	4.66	-1.90	.32	5.96	35.46	19	57	38
OD			8.62	7	7.92	-.21	.49	.28	5.10	25.96	0	24	24
CatSco			11.40	0	3.93	-.88	.82	.73	13.57	184.26	0	52	52
Grade 4 Male White Students:													
SI		534	45.50	43	45.45	.12	-.32	.21	4.92	24.18	28	57	29
SII			48.46	57	50.61	1.09	-1.14	.35	8.13	66.08	19	57	38
SIII			51.65	55	53.05	2.10	-1.44	.22	5.04	25.39	31	57	26
SD			9.29	10	9.32	-.39	.18	.19	4.43	19.61	0	23	23
OI			45.20	51	46.61	.26	-.85	.32	7.38	54.40	21	57	36
OII			49.86	57	51.30	1.66	-1.25	.31	7.10	50.43	19	57	38
OIII			50.22	57	52.10	2.55	-1.54	.29	6.60	43.50	21	57	36
OD			7.99	9	7.68	-.36	.38	.22	4.97	24.69	0	24	24
CatSco			14.48	0	8.83	-1.04	.53	.60	13.77	189.48	0	62	62
Grade 4 Female White Students:													
SI		602	45.15	46	45.45	-.06	-.30	.19	4.55	20.74	29	55	26
SII			48.17	57	50.25	1.12	-1.19	.33	8.10	65.67	20	57	37
SIII			53.63	55	54.74	6.78	-2.26	.15	3.77	14.25	31	57	26
SD			10.59	11	10.53	-.28	.12	.18	4.29	18.43	0	24	24
OI			46.08	52	47.21	1.25	-1.07	.28	6.77	45.83	20	57	37
OII			50.01	57	51.36	2.15	-1.40	.29	6.98	48.65	19	57	38
OIII			51.94	57	54.05	6.16	-2.27	.25	6.14	37.72	19	57	38
OD			8.28	8	7.85	-.02	.51	.20	4.89	23.90	0	25	25
CatSco			13.80	0	7.50	-.90	.59	.56	13.71	187.85	0	65	65

Table 18, Concluded

Summary, Elementary School IAV, Sex and Race by Grade, Concluded

Page 3

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 5 Male Black Students:													
SI		363	45.36	49	45.65	.28	-.28	.23	4.46	19.89	27	57	30
SII			50.98	57	52.96	3.24	-1.63	.36	6.82	46.52	19	57	38
SIII			51.58	55	52.85	2.72	-1.39	.25	4.68	21.86	27	57	30
SD			10.34	11	10.22	-.10	.25	.22	4.25	18.08	0	24	24
OI			43.74	48	44.23	.14	-.54	.33	6.25	39.02	22	57	35
OII			49.63	57	51.69	1.46	-1.31	.42	8.04	64.68	19	57	38
OIII			49.09	55	51.10	1.46	-1.40	.37	7.03	49.37	26	57	31
OD			10.72	8	10.79	.23	.20	.27	5.22	27.26	0	30	30
CatSco			15.95	0	9.25	-1.29	.36	.80	15.25	232.69	0	61	61
Grade 5 Female Black Students:													
SI		359	44.66	43	44.33	.08	-.15	.23	4.39	19.30	30	55	25
SII			50.51	57	53.17	2.07	-1.55	.42	7.94	62.96	21	57	36
SIII			52.91	55	54.08	1.27	-1.27	.20	3.78	14.25	38	57	19
SD			11.08	13	11.48	.05	.06	.23	4.43	19.58	0	26	26
OI			44.42	44	44.50	.46	-.65	.33	6.18	38.16	20	57	37
OII			50.19	57	52.64	1.76	-1.36	.40	7.52	56.53	21	57	36
OIII			50.88	57	52.64	3.58	-1.63	.32	6.03	36.38	19	57	38
OD			9.81	10	1.95	.83	.38	.25	4.80	23.00	0	33	33
CatSco			14.78	0	6.20	-1.11	.49	.79	15.06	226.84	0	63	63
Grade 5 Male White Students:													
SI		619	44.75	42	45.01	.21	-.37	.19	4.62	21.33	27	55	28
SII			48.09	57	50.38	.94	-1.12	.34	8.34	69.53	19	57	38
SIII			51.67	55	53.06	4.89	-1.88	.21	5.18	26.82	22	57	35
SD			9.80	10	9.84	0.30	.07	.17	4.16	17.28	0	21	21
OI			43.83	43	44.78	.53	-.78	.28	7.04	49.53	19	57	38
OII			48.89	57	50.85	1.51	-1.21	.32	7.83	61.36	19	57	38
OIII			49.69	57	51.79	2.32	-1.53	.29	7.15	51.11	19	57	38
OD			9.02	6	8.79	-.43	.22	.20	4.89	23.90	0	23	23
CatSco			14.67	0	8.13	-1.13	.50	.57	14.81	201.09	0	63	63
Grade 5 Female White Students:													
SI		624	44.62	46	44.42	.82	-.24	.18	4.55	20.69	19	56	37
SII			48.18	57	49.42	1.86	-1.27	.31	7.82	61.13	19	57	38
SIII			53.39	57	54.63	12.89	-2.63	.17	4.12	17.01	19	57	38
SD			10.57	10	10.57	-.29	.08	.17	4.25	18.08	0	24	24
OI			45.45	48	46.32	.67	-.73	.25	6.22	38.73	19	57	38
OII			49.60	57	51.24	2.00	-1.34	.29	7.19	51.72	19	57	38
OIII			51.78	57	53.47	5.58	-2.05	.23	5.77	33.25	19	57	38
OD			8.68	7	8.40	-.48	.29	.18	4.55	20.67	0	23	23
CatSco			12.68	0	5.85	-.65	.79	.54	13.50	182.32	0	61	61

*SI = Self Concept, SII = Self Acceptance, SIII = Self Ideal, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 19
SUMMARY
Junior High School IAV Scores
(JHSIAV)**

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std. Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 6:													
SI*		2,248	83.51	85	84.19	.48	-.46	.21	10.11	102.16	35	105	70
SII			85.72	88	86.61	.55	-.59	.24	11.44	130.92	35	105	70
SIII			88.30	105	90.29	.37	-.82	.27	12.61	159.01	38	105	67
SD			17.11	15	16.41	1.24	.71	.21	10.04	100.76	0	72	72
OI			81.78	83	82.83	.02	-.51	.28	13.02	169.63	38	105	67
OII			84.12	105	84.71	-.12	-.39	.27	12.87	165.65	38	105	67
OIII			85.42	105	87.46	-.19	-.63	.31	14.83	220.06	35	105	70
OD			17.17	0	16.29	1.96	.80	.24	11.51	132.38	0	95	95
CatSco			34.56	0	50.93	-1.50	.06	.59	27.99	783.24	0	128	128
Grade 7:													
SI		3,005	84.38	85	84.80	.50	-.43	.17	9.58	91.83	41	105	64
SII			86.56	87	87.43	.24	-.56	.20	11.27	127.04	38	105	67
SIII			90.28	105	92.60	1.04	-1.00	.21	11.77	138.58	35	105	70
SD			16.45	14	15.76	2.83	.87	.17	9.57	91.56	0	89	89
OI			82.09	86	83.25	.05	-.49	.24	13.14	172.67	35	105	70
OII			84.12	105	84.32	-.37	-.27	.23	12.73	162.10	38	105	67
OIII			86.51	105	88.59	-.05	-.67	.26	14.36	206.24	35	105	70
OD			16.75	0	16.27	2.81	.88	.21	11.53	133.00	0	99	99
CatSco			38.20	0	51.79	.03	.43	.55	30.79	948.03	0	154	154
Grade 8:													
SI		3,015	84.14	85	84.71	1.14	-.11	.18	9.66	93.34	35	133	98
SII			86.25	90	86.78	.13	-.38	.20	10.90	118.76	42	133	91
SIII			91.31	99	93.89	.63	-.94	.21	11.24	126.36	43	113	70
SD			16.88	15	15.85	29.87	3.89	.21	11.70	136.78	0	133	133
OI			82.25	88	83.42	.10	-.39	.24	13.09	171.22	35	131	94
OII			84.70	105	85.47	-.22	-.27	.23	12.75	162.48	35	131	94
OIII			87.98	105	90.01	-.11	-.67	.25	13.45	180.80	39	111	72
OD			17.54	0	15.79	18.46	3.15	.26	14.33	205.20	0	131	131
CatSco			34.94	0	51.03	-1.27	.11	.51	28.11	790.18	0	140	140

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** All statistics are from the Statistical Package for the Social Sciences (SPSS).

Table 20
SUMMARY
Junior High School IAV Scores
Total Group by Sex

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
<u>All Female Students:</u>													
SI*	4,789		84.65	85	85.22	.47	-.46	.14	9.38	87.96	35	105	70
SII			86.90	95	87.83	.44	-.65	.16	11.12	123.66	38	105	67
SIII			91.84	103	94.60	1.73	-1.23	.16	11.15	124.39	35	105	70
SD			16.36	18	15.69	1.44	.71	.13	9.16	83.82	0	83	83
OI			82.77	86	84.17	-.01	-.52	.19	12.76	162.74	35	105	70
OII			85.40	105	86.10	-.21	-.40	.18	12.33	151.91	35	105	70
OIII			88.59	105	91.11	.37	-.87	.20	13.50	182.16	35	105	70
OD			16.15	0	15.14	2.58	.92	.16	10.95	119.83	0	99	99
CatSco			34.57	0	50.84	-.82	.26	.42	28.71	824.06	0	153	153
<u>All Male Students:</u>													
SI	4,836		83.54	85	84.06	.46	-.41	.14	9.99	99.72	35	105	70
SII			85.64	87	86.32	.06	-.42	.16	11.22	125.92	35	105	70
SIII			88.90	105	90.67	.31	-.78	.17	12.05	145.28	35	105	70
SD			16.68	17	16.13	2.81	.86	.14	9.58	91.85	0	89	89
OI			81.10	88	81.87	-.03	-.41	.19	13.10	171.71	35	105	70
OII			83.25	105	83.32	-.30	-.23	.18	12.74	162.30	39	105	66
OIII			85.02	105	86.38	-.31	-.50	.21	14.41	207.71	35	105	70
OD			17.56	0	17.09	1.71	.72	.16	11.34	128.54	0	86	86
CatSco			37.13	0	51.60	-.76	.16	.42	28.99	840.62	0	154	154

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Junior High School IAV Scores
Sex by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 6, Male:													
SI*	1,146	83.21	82	83.90	.50	-.46	.31	10.53	110.88	35	105	70	
SII		85.10	82	85.46	.47	-.47	.34	11.65	135.60	35	105	70	
SIII		86.88	105	88.43	-.07	-.60	.38	12.81	164.02	40	105	65	
SD		17.12	19	16.56	1.37	.69	.31	10.31	106.39	0	72	72	
OI		80.99	83	82.37	-.04	-.47	.40	13.33	177.72	38	105	67	
OII		83.13	105	83.62	-.14	-.35	.39	13.20	174.36	39	105	66	
OIII		83.50	105	84.90	-.44	-.48	.45	15.28	233.49	35	105	70	
OD		17.58	0	16.91	.36	.53	.35	11.85	140.53	0	70	70	
CatSco		35.59	0	51.18	-1.46	.03	.83	28.24	797.58	0	128	128	
Grade 6, Female:													
SI	1,181	84.52	83	85.05	.37	-.47	.29	9.78	95.60	43	105	62	
SII		87.25	93	88.00	.43	-.65	.33	11.24	126.42	40	105	65	
SIII		90.10	105	92.72	1.29	-1.12	.36	12.29	151.15	38	105	67	
SD		17.15	18	16.32	1.21	.78	.29	9.82	96.42	0	66	66	
OI		83.00	86	84.12	.04	-.54	.38	12.89	166.05	39	105	66	
OII		85.58	105	85.94	-.11	-.42	.47	12.61	158.92	39	105	66	
OIII		87.13	105	89.37	.27	-.83	.42	14.41	207.56	35	105	70	
OD		16.98	0	16.02	3.93	1.16	.33	11.40	129.86	0	95	95	
CatSco		33.89	0	50.75	-1.52	.09	.82	28.10	789.44	0	122	122	
Grade 7, Male:													
SI	1,690	84.06	85	84.55	.80	-.51	.25	10.08	101.52	35	105	70	
SII		86.24	87	87.00	-.09	-.43	.27	11.13	123.90	43	105	62	
SIII		89.14	105	90.86	.55	-.81	.29	11.99	143.68	35	105	70	
SD		16.65	15	16.04	2.46	.97	.24	9.78	95.61	0	89	89	
OI		81.61	75	82.31	.08	-.45	.32	13.19	173.84	37	105	68	
OII		83.24	105	82.89	-.33	-.19	.3	12.73	162.11	40	105	65	
OIII		84.70	105	85.86	-.28	-.48	.36	14.47	209.46	35	105	70	
OD		17.61	0	17.38	2.34	.73	.28	11.35	128.78	0	86	86	
CatSco		39.38	0	52.23	-.01	.33	.74	30.50	930.45	0	154	154	
Grade 7, Female:													
SI		84.85	87	85.25	.42	-.43	.23	9.30	86.44	41	105	64	
SII		87.21	97	88.40	.66	-.73	.28	11.29	127.46	38	105	67	
SIII		91.64	103	94.35	2.00	-1.26	.28	11.34	128.49	35	105	70	
SD		16.12	18	15.40	1.84	.75	.23	9.35	87.46	0	83	83	
OI		82.79	86	84.25	.00	-.51	.32	12.94	167.47	35	105	70	
OII		84.48	105	86.13	-.43	-.34	.31	12.38	153.13	38	105	67	
OIII		88.46	105	91.03	.34	-.86	.34	13.75	189.08	35	105	70	
OD		15.83	0	15.10	3.28	1.04	.29	11.51	132.51	0	99	99	
CatSco		36.25	0	51.27	.01	.50	.76	30.57	934.65	0	153	153	

Table 21, Concluded

Junior High School IAV Scores, Sex by Grade, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 8, Male:													
SI	1,767	83.29	85	83.68	-.02	-.23	.22	9.42	88.71	51	105	54	
SII		85.53	86	86.14	-.08	-.39	.26	10.86	117.85	43	105	62	
SIII		90.00	105	92.04	.44	-.86	.27	11.37	129.27	43	105	62	
SD		16.49	17	16.08	1.60	.65	.21	8.75	76.59	0		68	
OI		80.85	77	81.31	-.12	-.36	.31	12.81	164.00	38	105	67	
OII		83.40	105	83.59	-.38	-.20	.30	12.42	154.33	41	105	64	
OIII		86.27	105	87.74	-.28	-.53	.33	13.69	187.27	39	105	66	
OD		17.41	18	16.92	1.48	.71	.26	10.78	116.26	0	71	71	
CatSco		35.99	0	51.32	-1.42	.00	.66	27.92	779.67	0	140	140	
Grade 8, Female:													
SI	1,714	84.34	88	85.06	.64	-.48	.22	9.24	85.36	37	105	68	
SII		86.32	83	87.08	.16	-.57	.26	10.80	116.54	42	105	63	
SIII		92.75	101	95.45	1.18	-1.16	.25	10.33	106.60	45	105	60	
SD		16.24	16	15.76	1.08	.58	.21	8.59	73.75	0	69	69	
OI		82.61	88	84.10	-.02	-.52	.31	12.62	159.19	35	105	70	
OII		85.22	105	86.26	-.09	-.45	.30	12.19	148.56	35	105	70	
OIII		89.44	105	92.08	.20	-.84	.31	12.75	162.48	39	105	66	
OD		15.96	11	14.74	.02	.58	.25	10.22	104.48	0	59	59	
CatSco		33.24	0	50.55	-1.61	.07	.66	27.27	743.77	0	105	105	

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 22
SUMMARY
Junior High School IAV Scores
Total Group by Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Black Students:													
SI*	2,474	84.69	85	85.16	.58	-.42	.19	9.49	90.06	38	105	67	
SII		86.31	83	16.95	.23	-.54	.23	11.47	131.56	38	105	67	
SIII		84.98	88	86.30	.36	-.65	.25	12.47	155.55	35	105	70	
SD		16.67	14	15.76	2.45	.89	.21	10.35	107.19	0	89	89	
OI		81.23	84	82.15	.24	-.48	.26	12.65	160.09	38	105	67	
OII		82.80	105	82.80	-.31	-.25	.26	12.99	168.72	39	105	66	
OIII		81.54	105	82.41	-.23	-.41	.29	14.33	205.43	35	105	70	
OD		17.92	0	17.50	2.22	.81	.25	12.19	148.64	0	95	95	
CatSco		39.71	0	52.50	-.05	.27	.61	30.46	927.65	0	155	155	
All White Students:													
SI	3,865	83.46	85	84.21	.45	-.48	.15	9.52	90.71	35	105	70	
SII		86.02	88	87.04	.44	-.61	.18	11.01	121.23	35	105	70	
SIII		93.46	102	95.87	1.88	-1.26	.16	9.85	97.07	40	105	65	
SD		16.55	18	15.97	1.51	.71	.14	8.80	77.50	0	72	72	
OI		82.78	88	84.28	-.03	-.54	.21	12.93	167.09	35	105	70	
OII		85.49	105	86.29	-.22	-.39	.20	12.06	145.34	39	105	66	
OIII		90.18	105	93.07	.61	-.97	.21	12.86	165.34	35	105	70	
OD		15.77	0	14.86	2.32	.88	.17	10.51	110.42	0	99	99	
CatSco		33.50	0	31.00	-.82	.31	.45	28.15	792.43	0	154	154	

* SI = Self Concept, SII = Self Acceptance, SIIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 23
Junior High School IAV Scores
Race by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
<u>Grade 6, Black:</u>													
SI*		804	84.17	88	84.63	.65	-.43	.36	10.10	101.94	38	105	67
SII			85.11	86	85.43	-.05	-.35	.42	11.82	139.72	39	105	66
SIII			82.10	87	83.17	.04	-.49	.47	13.22	174.73	38	105	67
SD			17.96	19	17.25	.64	.60	.39	11.07	122.56	0	70	70
OI			80.85	83	81.85	.15	-.48	.47	13.16	173.12	38	105	67
OII			81.92	105	80.87	-.45	-.12	.47	13.33	177.77	40	105	65
OIII			79.06	70	79.08	-.42	-.28	.53	15.01	225.21	39	105	66
OD			19.11	0	18.64	2.47	.88	.45	12.83	164.48	0	95	95
CatSco			37.28	0	51.91	-1.50	-.14	.99	28.15	792.55	0	122	122
<u>Grade 6, White:</u>													
SI		1,235	82.94	83	83.74	.48	-.55	.29	10.07	101.46	35	105	70
SII			86.11	88	87.45	1.05	-.76	.32	11.14	124.00	35	105	70
SIII			92.57	105	94.84	1.37	-1.13	.30	10.45	109.24	40	105	65
SD			16.82	15	16.08	1.84	.81	.27	9.47	89.59	0	70	70
OI			82.45	86	83.55	-.15	-.52	.37	12.79	163.58	43	105	62
OII			85.70	105	86.50	.05	-.47	.34	11.88	141.15	39	105	66
OIII			89.74	105	92.41	.48	-.93	.37	13.10	171.53	35	105	70
OD			16.02	0	15.31	.49	.56	.30	10.41	108.32	0	70	70
CatSco			32.60	0	28.33	-1.54	.15	.78	27.42	751.79	0	113	113
<u>Grade 7, Black:</u>													
SI		856	85.49	89	85.76	.91	-.46	.32	9.21	84.84	42	105	63
SII			87.23	94	88.55	.93	-.80	.40	11.70	136.91	38	105	67
SIII			86.37	93	87.83	.99	-.87	.42	12.37	152.94	35	105	70
SD			16.19	14	15.07	5.22	1.35	.37	10.70	114.53	0	89	89
OI			81.92	90	82.94	.30	-.49	.44	12.61	158.90	38	105	67
OII			83.50	105	83.68	-.33	-.25	.45	12.74	162.35	41	105	64
OIII			82.57	91	83.50	-.16	-.44	.49	14.02	196.51	35	105	70
OD			17.20	0	16.71	2.68	.95	.43	12.57	158.06	0	86	86
CatSco			45.51	0	53.17	.52	.57	1.17	34.21	1170.56	0	154	154
<u>Grade 7, White:</u>													
SI		1,482	83.55	85	84.02	.18	-.37	.24	9.40	88.27	46	105	59
SII			85.83	88	86.67	.02	-.48	.29	11.06	122.34	43	105	62
SIII			92.56	105	94.93	1.16	-1.08	.27	10.35	107.19	41	105	64
SD			16.64	18	16.14	1.60	.70	.23	8.99	80.76	0	70	70
OI			82.57	87	83.57	.06	-.48	.34	12.81	164.10	39	105	66
OII			84.79	105	84.82	-.44	-.25	.32	12.20	148.77	41	105	64
OIII			88.96	105	91.62	.26	-.34	.35	13.50	182.27	38	105	67
OD			16.12	0	15.73	3.45	.92	.28	10.76	115.78	0	99	99
CatSco			35.22	1	50.80	.21	.22	.26	20.19	852.26	0	154	154

Table 23, Concluded
Junior High School IAV Scores, Race by Grade, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 8, Black:													
SI		676	84.31	85	84.99	.04	-.30	.35	8.98	80.66	51	105	54
SII			86.68	96	87.31	-.22	-.45	.41	10.59	112.16	47	105	58
SIII			86.98	88	88.02	-.21	-.51	.43	11.14	124.06	49	105	56
SD			15.77	12	15.37	-.09	.41	.34	8.95	80.17	0	47	47
OI			81.28	76	82.13	.20	-.41	.46	11.91	141.91	43	105	62
OII			83.58	89	83.82	-.27	-.29	.48	12.34	152.35	41	105	64
OIII			83.99	105	84.93	-.12	-.46	.50	13.06	170.48	39	105	66
OD			17.34	0	17.33	.14	.34	.41	10.73	115.17	0	71	71
CatSco			37.26	51	52.26	-1.55	-.27	1.04	27.06	732.68	0	103	103
Grade 8, White:													
SI		1,368	83.83	85	84.66	.61	-.50	.25	9.22	85.00	35	105	70
SII			86.20	94	87.08	.18	-.56	.29	10.77	115.98	43	105	62
SIII			94.22	99	96.80	3.10	-1.53	.26	9.45	89.37	43	105	62
SD			16.37	19	15.81	1.59	.69	.23	8.31	69.13	0	64	64
OI			82.75	95	84.81	-.04	-.60	.36	13.20	174.18	35	105	68
OII			85.57	105	86.74	-.23	-.44	.33	12.15	147.49	41	105	64
OIII			90.78	105	93.46	.88	-1.06	.34	12.41	153.91	39	105	66
OD			15.70	14	14.29	2.18	1.01	.28	10.40	108.15	0	71	71
CatSco			32.98	0	27.17	-1.34	.21	.75	27.72	768.21	0	140	140

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 24
Junior High School IAV Scores
Total Group by Sex and Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Male Black Students:													
SI*	1,252	83.45	35	83.89	.56	-.34	.28		9.99	99.73	38	105	67
SII		84.84	83	84.90	-.28	-.28	.33		11.60	134.50	39	105	66
SIII		83.20	79	83.60	-.07	-.35	.35		12.25	150.00	35	105	70
SD		17.32	12	16.76	3.54	.93	.30		10.52	110.63	0	89	89
OI		80.37	83	81.08	.35	-.47	.37		13.01	169.13	38	105	67
OII		81.30	105	80.50	-.21	-.17	.38		13.24	175.27	39	105	66
OIII		79.47	70	79.62	-.22	-.25	.41		14.14	199.82	35	105	68
OD		18.81	0	18.83	1.82	.66	.36		12.55	157.49	0	86	86
CatSco		40.42	51	52.59	.09	.35	.88		31.18	971.94	0	154	154
All Female Black Students:													
SI	1,369	85.94	84	86.27	.32	-.37	.24		9.03	81.48	43	105	62
SII		87.76	83	89.16	1.29	-.91	.31		11.57	133.84	38	105	67
SIII		86.68	93	88.44	1.17	-.98	.34		12.57	157.90	35	105	70
SD		16.16	14	15.05	2.74	1.05	.28		10.49	110.08	0	83	83
OI		82.00	90	83.13	.19	-.51	.35		12.60	158.85	40	105	65
OII		84.19	105	84.55	-.38	-.32	.35		12.85	165.23	40	105	65
OIII		83.25	105	85.18	-.18	-.56	.40		14.50	210.07	35	105	70
OD		16.87	0	16.35	2.88	1.02	.33		12.14	147.28	0	95	95
CatSco		41.18	0	52.81	.23	.41	.87		32.12	1031.43	0	153	153
All Male White Students:													
SI	1,971	83.50	85	84.34	.35	-.46	.22		9.71	94.20	35	105	70
SII		86.00	88	87.01	.75	-.63	.24		10.81	116.77	35	105	70
SIII		92.15	105	94.19	1.65	-1.14	.24		10.42	108.65	40	105	65
SD		16.39	17	15.80	2.26	.89	.21		9.18	84.33	0	72	72
OI		81.93	88	83.12	-.08	-.49	.30		13.18	173.82	38	105	67
OII		84.38	105	85.07	-.30	-.31	.28		12.16	147.79	41	105	64
OIII		88.36	105	90.66	.11	-.78	.31		13.51	182.56	39	105	66
OD		16.52	0	15.74	1.82	.82	.25		10.96	120.09	0	83	83
CatSco		36.33	54	51.27	-.64	.23	.65		28.71	824.05	0	154	154
All Female White Students:													
SI	1,950	83.52	85	84.19	.54	-.51	.21		9.33	87.08	35	105	70
SII		86.15	94	87.19	.15	-.59	.25		11.23	125.99	40	105	65
SIII		94.80	103	97.35	1.98	-1.37	.21		9.05	81.82	51	105	54
SD		16.64	0	16.10	.35	.46	.19		8.39	70.45	0	54	54
OI		83.67	86	85.31	.01	-.59	.29		12.60	158.74	35	105	70
OII		86.70	105	87.55	-.11	-.47	.27		11.85	140.39	39	105	66

Table 24, Concluded
 Junior High School IAV Scores, Total Group by Race, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Female White Students, Continued:													
OIII		92.05	105	95.16	1.35	-1.17	.27	11.86	140.65	35	105	70	
OD		14.91	0	13.91	2.88	.91	.23	9.95	99.00	0	99	99	
CatSco		30.63	0	18.25	-1.09	.38	.62	27.25	742.53	0	144	144	

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 25
Junior High School IAV Scores
Sex and Race by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 6 Male, Black:													
SI*		428	82.33	88	82.33	.32	-.32	.53	10.87	118.16	38	105	67
SII			83.01	80	82.35	-.17	-.18	.60	12.29	151.01	39	105	66
SIII			80.23	70	79.96	-.13	-.20	.61	12.54	157.30	42	105	63
SD			18.43	19	18.23	.47	.39	.52	10.81	116.88	0	70	70
OI			78.97	83	80.50	.09	-.45	.66	13.55	183.51	38	105	67
OII			79.83	105	78.56	-.18	-.16	.67	13.80	190.41	39	105	66
OIII			76.75	70	78.83	-.26	-.20	.71	14.63	213.96	39	105	66
OD			19.45	0	19.37	-.31	.24	.60	12.46	155.28	0	67	67
CatSco			37.19	51	51.79	-1.37	-.04	1.39	28.74	826.09	0	128	128
Grade 6 Female, Black:													
SI		448	85.64	85	85.64	.61	-.33	.43	9.07	82.21	43	105	62
SII			86.72	86	86.75	.05	-.44	.53	11.08	122.77	44	105	61
SIII			83.71	87	85.50	.50	-.74	.62	13.14	172.55	38	105	67
SD			17.44	15	16.67	.99	.77	.51	10.85	117.81	0	66	66
OI			82.04	86	82.70	.20	-.50	.61	12.93	167.30	40	105	65
OII			83.07	105	82.78	-.54	-.15	.63	13.25	175.58	40	105	65
OIII			80.77	105	81.78	-.44	-.38	.72	15.11	228.40	39	105	66
OD			18.68	21	17.60	4.60	1.40	.62	13.14	172.76	0	95	95
CatSco			37.85	0	52.12	-1.44	-.12	1.35	28.61	818.46	0	122	122
Grade 6 Male, White:													
SI		566	83.24	85	83.92	-.08	-.38	.43	10.11	102.19	50	105	55
SII			85.67	88	86.93	1.20	-.67	.45	10.78	116.15	37	105	68
SIII			91.00	105	92.83	.65	-.88	.46	10.95	119.96	40	105	65
SD			16.28	9	15.75	.52	.61	.41	9.72	94.41	0	57	57
OI			81.97	98	83.21	-.23	-.48	.55	13.08	171.02	43	105	62
OII			84.97	88	86.21	-.32	-.37	.50	11.92	142.12	50	105	55
OIII			88.31	105	91.22	-.31	-.71	.58	13.73	188.45	44	105	61
OD			16.12	0	15.41	.97	.70	.47	11.19	125.28	0	70	70
CatSco			33.92	0	50.62	-1.56	.06	1.15	27.34	747.51	0	96	96
Grade 6 Female, White:													
SI		624	82.81	83	83.63	.16	-.52	.40	9.87	97.46	46	105	59
SII			86.59	88	87.90	.68	-.78	.46	11.39	129.81	40	105	65
SIII			94.10	105	96.68	1.94	-1.32	.39	9.63	92.65	51	105	54
SD			17.18	15	16.39	.63	.61	.35	8.85	78.23	0	54	54
OI			83.00	86	84.63	-.05	-.58	.50	12.56	157.86	43	105	62
OII			86.60	105	87.13	.50	-.59	.47	11.76	138.32	39	105	66
OIII			91.14	105	93.83	1.73	-1.20	.50	12.40	153.61	35	105	70

Table 25, Continued
Junior High School IAV Scores, Sex and Race by Grade, Continued

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 6 Female, White, Continued:													
OD			15.74	18	14.96	-.38	.40	.39	9.68	93.64	0	47	47
CatSco			31.07	0	18.75	-1.48	.25	1.09	27.29	744.89	0	113	113
Grade 7 Male, Black:													
SI	428		84.65	89	84.72	1.15	-.41	.46	9.44	84.72	42	105	63
SII			86.10	83	86.59	-.41	-.30	.53	10.96	120.09	52	105	53
SIII			84.67	82	85.20	.43	-.55	.59	12.11	146.71	35	105	70
SD			16.95	14	16.12	6.63	1.46	.52	10.77	116.04	0	89	89
OI			82.09	71	82.77	.32	-.43	.62	12.63	159.59	38	105	67
OII			82.25	84	82.54	-.19	-.22	.64	12.90	166.36	41	105	64
OIII			81.07	80	81.00	-.21	-.26	.68	13.75	189.13	35	105	70
OD			18.49	0	18.50	3.40	.98	.63	13.01	169.31	0	86	86
CatSco			43.31	51	53.21	.53	.52	1.60	33.16	1099.81	0	154	154
Grade 7 Female, Black:													
SI	428		86.32	84	86.83	.60	-.49	.43	8.91	79.31	48	105	57
SII			88.36	94	91.13	2.08	-1.23	.60	12.31	151.49	38	105	67
SIII			88.06	99	90.40	1.94	-1.23	.60	12.40	153.77	35	105	70
SD			15.43	14	14.00	3.71	1.25	.51	10.59	112.11	0	83	83
OI			81.74	90	83.50	.27	-.56	.63	12.59	158.54	40	105	65
OII			84.78	89	85.18	-.50	-.27	.62	12.47	155.43	46	105	59
OIII			84.09	93	85.95	.05	-.64	.71	14.14	199.89	37	105	68
OD			15.91	0	15.65	1.54	.87	.58	11.99	143.85	0	70	70
CatSco			43.72	0	53.15	.47	.61	1.71	35.27	1243.97	0	153	153
Grade 7 Male, White:													
SI	664		83.63	85	84.45	.15	-.42	.38	9.68	93.68	46	105	59
SII			85.77	88	86.84	.32	-.57	.43	11.17	124.78	43	105	62
SIII			92.57	105	94.33	1.36	-1.02	.39	9.96	99.28	41	105	64
SD			16.35	17	15.79	1.06	.73	.35	9.10	82.76	0	57	57
OI			82.27	75	83.35	.07	-.46	.51	13.02	169.42	40	105	65
OII			83.93	81	83.59	-.30	-.21	.48	12.32	151.71	42	105	63
OIII			87.71	105	89.62	.17	-.74	.54	13.83	191.38	41	105	64
OD			16.27	0	15.67	1.69	.70	.42	10.70	114.57	0	83	83
CatSco			38.18	51	51.64	.26	.46	1.17	30.01	900.82	0	154	154
Grade 7 Female, White:													
SI	598		83.53	85	83.80	-.07	-.28	.36	8.82	77.81	52	105	53
SII			85.67	84	86.24	-.18	-.45	.46	11.14	124.08	47	105	58
SIII			94.53	103	97.00	.99	-1.19	.37	9.09	82.61	61	105	44
SD			16.61	18	16.34	.09	.31	.33	8.12	65.98	0	45	45

Table 26
SUMMARY
High School IAV Scores
(HSIAV)*

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 9:													
S I**	2,512		132.20	142	134.52	.01	-.48	.42	21.14	446.76	48	181	133
S II			139.40	148	141.08	-.03	-.43	.43	21.37	456.79	52	185	133
S III			151.98	156	157.12	.09	-.83	.45	22.56	508.81	69	185	116
S D			33.36	37	32.58	.72	.51	.36	18.05	325.82	0	129	129
O I			127.21	111	127.76	-.07	-.30	.48	23.89	570.55	39	185	146
O II			133.22	145	134.75	.48	-.45	.46	22.90	524.29	37	185	148
O III			145.58	185	150.22	.36	-.72	.51	25.68	659.64	37	185	148
O D			34.60	0	33.80	1.09	.57	.39	19.69	387.72	0	138	138
CatSco			46.03	0	54.77	-.01	.21	.63	31.55	995.64	0	196	196
Grade 10:													
S I	2,977		135.30	143	137.75	.33	-.58	.38	20.68	427.59	52	185	133
S II			140.92	148	143.07	-.02	-.44	.40	21.54	464.02	49	185	136
S III			156.03	173	160.90	1.48	-1.17	.39	21.23	450.87	37	185	148
S D			31.43	30	29.97	.65	.58	.32	17.47	305.06	0	117	117
O I			128.17	112	128.47	-.03	-.31	.46	25.14	631.90	37	185	148
O II			121.98	148	130.50	-.66	-.61	.67	36.54	1335.41	37	185	148
O III			143.60	163	148.19	-.08	-.62	.48	26.34	693.56	37	185	148
O D			33.82	20	32.51	.87	.65	.36	19.71	388.63	0	148	148
CatSco			60.38	54	57.69	-.66	.48	.84	45.64	2082.90	0	196	196
Grade 11:													
S I	2,622		136.59	143	138.89	.50	-.65	.40	20.37	414.95	57	185	128
S II			140.02	151	141.76	.26	-.47	.41	20.91	437.20	56	185	129
S III			156.76	165	160.93	1.81	-1.21	.39	20.08	403.02	51	185	134
S D			31.02	34	29.61	.82	.64	.32	16.39	268.73	0	109	109
O I			125.81	142	126.44	.07	-.37	.51	26.19	686.09	37	185	148
O II			131.44	126	133.57	.48	-.56	.50	25.35	642.55	37	185	148
O III			146.53	185	151.05	.96	-.90	.52	26.45	699.35	37	185	148
O D			32.28	27	30.70	1.09	.76	.38	19.38	375.57	0	129	129
Cat Sco			49.56	56	56.08	-.29	.24	.66	33.88	1148.07	0	198	198
Grade 12:													
S I	1,838		138.56	132	140.83	.67	-.68	.45	19.31	372.70	57	185	128
S II			142.53	150	144.45	.24	-.53	.46	19.81	392.35	57	185	128
S III			158.98	158	162.90	1.42	-1.15	.43	18.52	342.95	72	185	113
S D			29.33	21	28.03	1.08	.73	.39	16.74	280.18	0	105	105
O I			130.29	143	131.21	-.02	-.37	.57	24.53	601.64	37	185	148
O II			136.80	148	138.56	.61	-.45	.50	21.31	454.22	44	185	141

Table 26, Concluded
Summary, High School IAV Scores by Grade, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 12, Concluded:													
O III	1,838		151.23	185	155.98	1.32	-.98	.55	23.37	545.94	37	185	148
O D			31.42	0	30.10	.58	.65	.45	19.48	379.58	0	113	113
CatSco			45.01	51	54.31	-.90	.06	.72	30.83	950.18	0	161	161

* All statistics are from the Statistical Package for the Social Sciences (SPSS)

** S I = Self Concept, S II = Self Acceptance, S III = Ideal Self, SD = Self Discrepancy, O I = Others Self Concept, O II = Others Self Acceptance, O III = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score which is a measure of social adjustment

Table 27
High School IAV Scores
by Sex, Total Group

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Females:													
SI*	3,367	138.35	143	140.43	.64	-.67	.32	18.82	354.33	48	185	137	
SII		142.43	150	144.86	.49	-.62	.35	20.41	416.62	49	185	136	
SIII		160.40	178	164.66	2.54	-1.38	.32	18.37	337.41	37	185	148	
SD		30.46	28	29.04	1.49	.73	.28	16.27	264.58	0	129	129	
OI		131.36	142	132.80	.06	-.43	.41	24.05	578.22	37	185	148	
OII		134.56	148	138.62	1.39	-1.03	.46	26.61	707.96	37	185	148	
OIII		151.90	185	157.14	1.05	-.99	.41	23.98	575.10	37	185	148	
OD		31.31	22	29.46	.80	.71	.33	18.96	359.39	0	124	124	
CatSco		47.63	56	54.15	.25	.60	.62	35.84	1284.56	0	196	196	
All Males:													
SI	2,950	133.31	141	135.14	.23	-.49	.38	20.46	418.58	54	185	131	
SII		139.12	145	140.77	-.11	-.33	.38	20.69	428.20	60	185	125	
SIII		152.42	156	157.15	.63	-.94	.41	22.24	494.47	51	185	134	
SD		31.23	21	30.15	.39	.46	.31	16.56	274.22	0	118	118	
OI		126.82	115	127.59	.13	-.31	.45	24.28	589.30	37	185	148	
OII		130.59	148	133.26	.89	-.76	.50	26.91	723.92	37	185	148	
OIII		144.37	185	148.43	.45	-.69	.48	25.75	663.14	37	185	148	
OD		33.34	0	32.48	1.05	.65	.35	19.07	363.68	0	129	129	
CatSco		48.18	54	54.19	.17	.55	.67	36.23	1312.79	0	198	198	

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self; SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 28
High School IAV Scores
Sex by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 9, Females:													
SI*	1,074	134.85	142	137.50	.60	-.65	.62	20.16	406.35	48	180	132	
SII		141.85	148	145.05	.43	-.65	.65	21.17	447.97	52	185	133	
SIII		156.45	166	161.46	.87	-1.07	.63	20.78	431.83	69	185	116	
SD		32.43	29	30.71	1.64	.74	.54	17.81	317.29	0	129	129	
OI		130.40	142	131.41	-.07	-.39	.71	23.28	546.49	39	185	146	
OII		136.67	145	138.77	.51	-.53	.67	22.04	485.64	47	185	138	
OIII		150.51	185	155.11	.47	-.83	.75	24.39	594.88	45	185	140	
OD		33.69	26	32.15	.51	.55	.60	19.53	381.33	0	124	124	
CatSco		45.41	56	54.24	-.16	.18	.95	30.97	958.87	0	196	196	
Grade 9, Males:													
SI	1,070	131.08	139	132.33	-.16	-.34	.62	20.39	415.90	54	181	127	
SII		137.65	136	137.80	-.23	-.29	.64	20.97	439.55	62	185	123	
SIII		149.92	156	155.59	-.11	-.73	.70	22.74	517.05	69	185	116	
SD		34.05	37	34.14	.10	.28	.54	17.66	311.88	0	118	118	
OI		126.92	115	127.30	-.10	-.20	.70	22.84	521.44	51	185	134	
OII		132.56	128	133.04	.31	-.28	.67	22.06	486.48	44	185	141	
OIII		144.15	159	148.45	.16	-.60	.75	24.62	606.36	37	185	148	
OD		34.63	0	34.17	.78	.45	.58	18.92	357.78	0	124	124	
CatSco		43.86	4	53.82	-.66	.09	.94	30.75	945.29	0	167	167	
Grade 10, Females:													
SI	1,435	138.39	143	140.28	.75	-.67	.50	18.95	359.09	52	185	133	
SII		142.48	148	144.81	.45	-.60	.55	20.99	440.38	49	185	136	
SIII		160.80	173	165.11	3.37	-1.48	.49	18.63	347.24	37	185	148	
SD		31.15	30	29.94	1.23	.69	.44	16.78	281.44	0	117	117	
OI		130.15	112	131.08	.11	-.38	.65	24.71	610.54	37	185	148	
OII		122.01	148	132.50	-.78	-.64	1.01	37.98	1442.44	37	185	148	
OIII		146.65	163	151.93	.15	-.74	.70	26.31	692.16	37	185	148	
OD		32.91	32	31.72	.40	.57	.50	19.06	363.09	0	111	111	
CatSco		62.77	0	58.69	-.79	.44	1.24	47.12	2220.40	0	195	195	
Grade 10, Males:													
SI	1,177	132.05	127	134.04	.03	-.40	.62	21.29	453.06	54	185	131	
SII		138.73	137	139.67	-.41	-.25	.63	21.51	462.68	67	185	118	
SIII		152.33	173	157.55	.48	-.93	.66	22.63	511.97	68	185	117	
SD		32.32	30	30.93	.29	.45	.50	17.10	292.29	0	111	111	
OI		125.83	111	125.41	-.01	-.23	.72	24.62	606.05	37	185	148	
OII		117.54	111	124.91	-.88	-.43	1.08	36.89	1360.56	38	185	147	
OIII		139.89	185	142.91	.21	-.44	.77	26.48	700.91	51	185	134	
OD		35.66	38	34.39	1.72	.78	.58	19.90	396.02	0	148	148	
CatSco		62.72	54	58.74	-.78	.39	1.36	46.44	2156.18	0	196	196	

Table 28, Concluded
High School IAV Scores, Sex by Grade, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 11, Females:													
SI	1,258		138.96	143	141.10	.50	-.66	.54	19.04	362.61	61	185	124
SII			140.90	141	142.90	.40	-.58	.59	20.86	435.18	56	185	129
SIII			161.66	175	164.76	2.76	-1.34	.46	16.39	268.76	74	185	111
SD			30.92	34	29.52	.84	.67	.45	15.81	249.82	0	103	103
OI			128.53	142	128.50	-.53	-.22	.70	24.67	608.72	51	185	134
OII			133.63	116	135.75	.60	-.57	.68	23.99	575.32	37	185	148
OIII			150.90	185	155.50	1.55	-1.04	.68	23.96	574.17	37	185	148
OD			31.26	22	29.60	.69	.67	.52	18.30	334.70	0	107	107
CatSco			47.27	56	55.88	-.73	.12	.91	32.32	1044.45	0	154	154
Grade 11, Males:													
SI	1,052		133.56	137	135.82	.39	-.57	.64	20.66	426.99	57	179	122
SII			138.30	128	139.74	.01	-.31	.63	20.40	416.04	60	185	125
SIII			151.64	165	156.41	1.14	-1.03	.69	22.34	499.21	51	185	134
SD			30.45	30	29.35	.49	.51	.50	16.23	263.34	0	109	109
OI			122.37	117	123.27	.20	-.37	.83	26.79	717.91	37	185	148
OII			129.57	126	130.23	.54	-.47	.79	25.50	650.34	37	185	148
OIII			142.02	185	146.41	.75	-.81	.87	28.18	794.13	37	185	148
OD			32.82	0	31.33	1.28	.81	.62	20.20	407.98	0	129	129
CatSco			50.55	51	55.75	.04	.35	1.08	34.90	1217.98	0	198	198
Grade 12, Females:													
SI	804		141.23	149	143.50	1.04	-.79	.64	18.01	324.39	57	183	126
SII			143.93	145	145.41	.32	-.56	.69	19.47	379.10	57	185	128
SIII			162.65	178	166.25	2.76	-1.39	.58	16.30	265.76	79	185	106
SD			28.22	21	27.07	1.00	.64	.54	15.36	236.00	0	105	105
OI			132.59	136	135.32	.19	-.54	.86	24.37	593.65	37	181	144
OII			138.96	148	141.10	1.25	-.73	.74	20.88	436.03	44	185	141
OIII			155.68	163	160.67	.90	-.98	.74	20.89	436.19	63	185	122
OD			30.24	22	28.09	1.33	.91	.68	19.41	376.70	0	113	113
CatSco			43.30	52	53.43	-.77	.18	1.09	30.76	946.19	0	161	161
Grade 12, Males:													
SI	662		135.75	150	137.17	.32	-.56	.73	20.13	405.31	64	185	121
SII			140.61	158	142.83	.26	-.49	.78	20.02	400.94	66	185	119
SIII			156.15	163	159.86	.69	-.95	.77	19.76	390.37	72	185	113
SD			30.62	32	29.21	1.05	.76	.67	17.20	295.88	0	101	101
OI			128.60	130	129.88	.07	-.31	.93	23.84	568.16	43	185	142
OII			135.05	148	136.37	.28	-.22	.84	21.53	463.57	59	185	126
OIII			148.71	185	152.50	.98	-.85	.93	24.04	578.04	41	185	144
OD			31.86	36	31.68	.12	.44	.71	18.14	328.96	0	98	98
CatSco			45.53	51	54.17	-.96	.03	1.20	30.78	947.67	0	136	136

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 29
High School IAV Scores
by Race, Total Group

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
All Black Students:													
SI*	1,927	135.09	150	138.20	.16	-.65	.50	21.77	474.05	48	180	132	
SII		144.05	160	147.50	.04	-.60	.45	19.80	391.88	67	185	118	
SIIII		149.23	156	153.82	.35	-.82	.50	21.79	474.87	51	185	134	
SD		30.33	28	28.71	.60	.60	.42	18.30	335.03	0	129	129	
OI		130.05	142	130.97	-.10	-.40	.56	24.65	607.81	37	185	148	
OII		136.32	150	138.92	.29	-.53	.52	22.82	520.72	37	185	148	
OIII		144.64	159	149.20	.17	-.66	.56	24.42	596.12	37	185	148	
OD		32.41	0	31.63	.40	.50	.45	19.58	383.24	0	124	124	
CatSco		47.36	54	54.95	-.10	.16	.73	31.84	1013.97	0	196	196	
All White Students:													
SI	3,840	136.50	132	138.18	.46	-.54	.31	18.97	359.69	57	185	128	
SII		139.51	157	141.19	.21	-.44	.35	20.82	433.43	49	185	136	
SIIII		150.94	173	164.35	2.53	-1.40	.31	19.25	370.70	37	185	148	
SD		30.86	29	29.56	1.22	.66	.25	15.65	245.04	0	118	118	
OI		129.99	111	131.20	.27	-.42	.39	24.00	575.81	37	185	148	
OII		136.41	148	137.83	.67	-.41	.35	21.89	478.98	37	185	148	
OIII		152.60	185	157.13	1.53	-1.06	.39	23.92	572.21	37	185	148	
OD		31.55	0	29.83	1.24	.81	.31	18.88	356.57	0	129	129	
CatSco		41.72	0	52.01	-.39	.33	.50	31.18	972.20	0	198	198	

SI = Self Concept, SII = Self Acceptance, SIIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal, OD = Others Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 30
High School IAV Scores
Race by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 9, Black Students:													
SI*		820	130.83	142	134.17	-.11	-.50	.80	22.87	522.88	48	181	133
SII			139.89	149	141.82	-.21	-.43	.75	21.43	459.06	62	185	123
SIII			144.83	153	149.80	-.32	-.58	.82	23.43	548.88	69	185	116
SD			33.74	28	33.10	.48	.48	.69	19.74	389.51	0	129	129
OI			124.49	120	124.18	-.13	-.24	.85	24.28	589.47	39	181	142
OII			130.79	132	131.00	.35	-.41	.80	22.76	517.85	37	184	147
OIII			137.96	162	139.82	.01	-.52	.88	25.10	629.79	41	185	144
OD			35.72	0	35.72	.12	.27	.71	20.21	408.40	0	124	124
CatSco			49.27	51	56.75	.22	.05	1.09	31.11	967.52	0	196	196
Grade 9, White students:													
SI		1,066	134.57	144	135.60	-.06	-.35	.56	18.23	332.45	65	181	116
SII			140.19	154	142.13	.12	-.45	.63	20.68	427.50	52	185	133
SIII			158.19	175	162.59	.83	-1.06	.60	19.42	377.20	69	185	116
SD			32.21	29	31.35	.67	.47	.49	15.87	251.72	0	118	118
OI			130.94	115	131.63	-.23	-.22	.66	21.69	470.49	63	185	122
OII			137.16	145	139.06	.59	-.43	.65	21.14	447.04	44	185	141
OIII			152.67	185	156.67	1.16	-.93	.70	22.94	526.28	37	185	148
OD			33.03	26	31.85	1.29	.71	.57	18.45	340.53	0	124	124
CatSco			41.48	4	52.43	-.60	.24	.94	30.71	943.14	0	167	167
Grade 10, Black Students:													
SI		814	135.06	134	138.41	.15	-.64	.80	22.71	515.60	52	185	133
SII			143.86	148	147.74	.10	-.64	.75	21.50	462.29	61	185	124
SIII			149.83	159	154.13	.33	-.80	.77	21.94	481.41	62	185	123
SD			30.17	0	28.29	.18	.61	.68	19.53	381.31	0	111	111
OI			130.52	112	131.36	-.08	-.43	.92	26.11	681.77	37	185	148
OII			136.30	148	139.30	.22	-.53	.85	24.33	591.79	37	185	148
OIII			144.93	159	149.04	.06	-.63	.86	24.57	603.59	37	185	148
OD			31.91	0	31.15	.32	.53	.71	20.29	411.55	0	111	111
CatSco			46.45	54	54.21	-.17	.24	1.14	32.54	1058.50	0	195	195
Grade 10, White Students:													
SI		1,017	136.89	127	138.68	.45	-.58	.62	19.73	389.18	62	185	123
SII			139.97	157	141.37	.29	-.43	.66	20.98	440.03	49	185	136
SIII			160.20	173	165.05	3.62	-1.59	.62	19.82	392.76	37	185	148
SD			31.09	30	29.66	2.20	.87	.50	16.07	258.32	0	117	117
OI			130.54	132	131.66	.09	-.40	.78	24.85	617.42	41	185	144
OII			137.54	148	138.59	.08	-.31	.70	22.19	492.42	60	185	125
OIII			153.13	185	157.66	1.47	-1.11	.75	23.97	574.72	41	185	144
OD			31.96	23	29.26	1.14	.88	.61	19.41	376.73	0	115	115
CatSco			41.16	0	51.67	-.42	.35	.98	31.16	970.99	0	179	179

Table 30, Concluded

High School IAV Scores, Race by Grade, Concluded

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grade 11, Black Students:													
SI		728	136.58	143	139.57	.15	-.72	.83	22.37	500.36	61	177	116
SII			146.00	151	149.14	.85	-.72	.71	19.15	366.81	56	185	129
SIII			153.52	165	157.83	1.78	-1.17	.77	20.75	430.44	51	185	134
SD			30.04	18	27.72	.56	.72	.67	18.12	328.27	0	109	109
OI			130.40	142	131.72	-.09	-.43	.96	25.95	673.47	37	185	148
OII			138.81	154	141.43	.19	-.56	.84	22.70	515.14	60	185	125
OIII			147.98	161	153.29	.48	-.85	.92	24.77	613.70	37	185	148
OD			32.10	22	30.14	.93	.79	.75	20.17	406.83	0	112	112
CatSco			48.14	56	55.73	-.25	.14	1.18	31.79	1010.43	0	172	172
Grade 11, White Students:													
SI		1,028	136.21	130	138.14	.77	-.66	.61	19.40	376.22	57	179	122
SII			137.73	128	139.61	.15	-.42	.66	21.13	446.31	56	185	129
SIII			158.86	177	163.46	2.71	-1.46	.62	20.01	400.54	56	185	129
SD			29.99	29	28.95	.96	.66	.48	15.35	235.72	0	102	102
OI			127.13	131	129.15	.30	-.48	.80	25.54	652.17	37	185	148
OII			133.47	111	134.32	1.07	-.42	.70	22.51	506.51	37	185	148
OIII			149.92	185	154.94	1.56	-1.08	.81	25.94	672.74	37	185	148
OD			30.56	0	28.80	1.19	.79	.59	18.84	355.06	0	129	129
CatSco			43.31	0	53.40	-.02	.41	1.01	32.50	1056.54	0	198	198
Grade 12, Black Students:													
SI		631	138.60	150	141.54	.57	-.78	.82	20.52	420.90	65	184	119
SII			145.57	150	148.27	.46	-.65	.76	18.99	360.58	73	185	112
SIII			153.78	158	157.94	.64	-.95	.77	19.22	369.44	79	185	106
SD			27.55	32	25.97	1.26	.81	.69	17.26	297.81	0	105	105
OI			129.67	143	131.04	-.26	-.39	1.01	25.46	648.14	41	185	144
OII			136.63	148	471.14	.44	-.53	.86	21.71	471.14	48	185	137
OIII			147.85	159	152.96	.84	-.88	.94	23.64	559.01	41	185	144
OD			31.46	0	30.00	.16	.49	.78	19.66	386.58	0	110	110
CatSco			48.69	62	56.95	-.79	-.06	1.26	31.62	999.99	0	161	161
Grade 12, White Students:													
SI		729	139.17	149	140.68	.72	-.57	.67	17.99	323.58	57	185	128
SII			140.36	145	142.23	.29	-.46	.75	20.26	410.31	57	185	128
SIII			163.67	178	167.02	2.70	-1.40	.61	16.42	269.70	72	185	113
SD			29.78	21	28.35	.80	.59	.56	15.03	225.92	0	101	101
OI			131.85	130	133.67	.56	-.49	.87	23.45	549.95	37	185	148
OII			137.87	148	139.14	.93	-.48	.79	21.30	453.50	44	185	141
OIII			155.54	185	159.93	1.36	-1.01	.81	21.86	477.66	53	185	132
OD			30.19	30	29.45	1.50	.93	.69	18.68	348.87	0	113	113
CatSco			40.61	51	51.40	-.87	.26	1.11	29.94	896.24	0	136	136

SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 31
Analysis of Variance
High School IAV
Total Group by Sex and Race

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std. Error	Std.Deviation	Variance	Minimum	Maximum	Range
Black Male Students:													
SI*		853	131.85	136	134.68	-.16	-.47	.77	22.47	504.66	54	180	126
SII			140.86	158	143.75	-.43	-.37	.69	20.03	401.38	75	185	110
SIII			144.87	152	150.29	-.05	-.65	.78	22.68	514.32	51	185	134
SD			31.96	21	30.84	-.02	.40	.63	18.30	334.99	0	111	111
OI			127.84	115	128.27	-.26	-.31	.84	24.66	608.26	48	185	137
OII			93.46	102	97.50	2.46	-1.60	1.18	11.70	136.93	47	105	58
OIII			91.62	99	94.75	2.25	-1.46	1.47	11.48	131.71	51	105	54
OD			34.21	38	33.77	.33	.43	.66	19.24	370.08	0	112	112
CatSco			46.39	54	54.24	-.42	.11	1.08	31.46	989.75	0	172	172
Black Female Students:													
SI		1074	137.66	142	141.10	.56	-.79	.64	20.86	435.21	48	177	129
SII			146.58	156	149.93	.68	-.81	.59	19.24	370.16	67	185	118
SIII			152.69	167	156.43	.85	-.97	.62	20.42	416.91	69	185	116
SD			29.03	28	27.46	1.21	.77	.56	18.21	331.58	0	129	129
OI			131.80	152	133.35	.08	-.47	.75	24.52	601.07	37	185	148
OII			138.52	154	141.31	.74	-.68	.69	22.60	510.78	37	185	148
OIII			147.40	159	152.23	.71	-.85	.74	24.20	585.70	37	185	148
OD			30.98	0	29.61	.50	.56	.60	19.73	389.45	0	124	124
CatSco			48.12	51	55.58	.12	.20	.98	32.14	1032.84	0	196	196
White Male Students:													
SI		1891	134.12	132	135.62	.45	-.49	.45	19.56	386.64	57	185	128
SII			138.49	142	140.09	.04	-.33	.48	20.87	435.74	60	185	125
SIII			155.68	156	160.24	1.29	-1.11	.49	21.14	446.95	56	185	129
SD			30.72	29	29.78	.68	.49	.36	15.79	249.39	0	118	118
OI			126.87	111	128.16	.35	-.34	.56	24.15	583.41	37	185	148
OII			134.20	148	135.07	.68	-.27	.52	22.49	505.81	37	185	148
OIII			147.61	185	151.56	1.14	-.90	.59	25.50	650.43	37	185	148
OD			32.45	0	31.54	1.35	.74	.44	19.00	361.03	0	129	129
CatSco			43.16	0	52.80	-.12	.37	.74	32.28	1041.93	0	198	198
White Female Students:													
SI		1949	138.80	150	140.34	.40	-.56	.41	17.97	322.91	57	185	128
SII			140.49	157	142.54	.42	-.54	.47	20.72	429.44	49	185	136
SIII			164.08	178	167.71	4.82	-1.69	.37	16.19	262.15	37		148
SD			30.99	27	29.38	1.77	.82	.35	15.52	240.90	0	117	117
OI			133.01	145	135.02	.27	-.51	.53	23.46	550.20	37	185	148
OII			138.55	148	140.31	.72	-.54	.48	21.07	444.02	37	185	148
OIII			157.43	185	161.56	1.96	-1.19	.48	21.20	449.35	41	185	144
OD			30.67	30	28.14	1.16	.89	.42	18.73	350.87	0	113	113
CatSco			40.32	0	51.24	-.81	.27	.68	30.02	901.14	0	151	151

*SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score: a measure of adjustment

Table 32
High School IAV Scores
Race and Sex by Grade

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Black Females, Grade 9:													
SI*		304	133.36	136	136.40	.93	-.83	1.24	21.61	467.10	48	172	124
SII			143.07	160	146.63	.12	-.59	1.20	20.81	432.89	67	185	118
SIII			147.31	153	151.79	.23	-.73	1.28	22.29	496.95	69	185	116
SD			31.21	28	29.50	1.99	.81	1.13	19.62	384.84	0	129	129
OI			127.19	120	127.40	.20	-.47	1.35	23.56	555.13	39	171	132
OII			134.41	123	135.17	.93	-.66	1.27	22.14	490.34	47	183	136
OIII			140.33	115	142.60	.13	-.58	1.43	24.87	618.36	53	185	132
OD			34.59	0	32.79	.39	.45	1.19	20.78	431.63	0	124	124
CatSco			49.43	53	55.85	.85	.18	1.79	31.07	965.13	0	196	196
Black Males, Grade 9:													
SI		265	129.00	113	131.00	-.42	-.28	1.38	22.48	505.37	54	180	126
SII			136.98	116	136.38	-.65	-.21	1.29	21.03	442.45	79	180	101
SIII			140.48	153	142.20	-.86	-.29	1.43	23.35	545.30	76	182	106
SD			36.60	54	37.86	-.29	.09	1.18	19.28	371.54	0	106	106
OI			125.52	120	125.13	-.30	-.11	1.42	23.05	531.32	61	179	118
OII			130.09	119	129.20	-.44	-.12	1.31	21.35	455.69	68	183	115
OIII			136.00	162	136.25	-.58	-.21	1.41	22.94	526.44	68	183	115
OD			36.27	38	38.00	.28	.14	1.17	19.00	361.15	0	102	102
CatSco			44.51	0	54.57	-1.15	-.17	1.85	30.13	907.83	0	118	118
White Females, Grade 9:													
SI		498	135.88	144	137.72	-.06	-.42	.81	18.01	324.51	78	180	102
SII			141.42	154	144.72	.47	-.60	.92	20.46	418.63	52	185	133
SIII			161.93	166	166.12	.99	-1.17	.78	17.42	303.27	95	185	90
SD			32.60	29	31.23	.46	.55	.69	15.38	236.49	0	87	87
OI			134.13	145	135.33	-.42	-.27	.97	21.59	466.06	67	185	118
OII			139.69	145	141.89	-.38	-.35	.90	20.15	405.93	83	185	102
OIII			157.52	185	161.33	1.52	-1.05	.95	21.10	445.33	45	185	140
OD			32.39	26	30.19	.62	.62	.83	18.46	340.63	0	111	111
CatSco			40.49	6	52.17	-1.02	.14	1.33	29.59	875.53	0	135	135
White Males, Grade 9:													
SI		568	133.42	132	133.59	-.03	-.28	.77	18.36	337.16	65	181	116
SII			139.12	136	140.41	-.12	-.31	.87	20.82	433.55	62	185	123
SIII			154.92	175	159.61	.56	-.93	.86	20.49	419.64	69	185	116
SD			31.86	24	31.50	.79	.41	.68	16.29	265.27	0	118	118
OI			128.14	115	129.50	-.04	-.19	.90	21.41	458.42	63	185	122
OII			134.95	131	136.08	1.13	-.46	.91	21.76	473.37	44	185	141
OIII			148.41	167	152.57	.98	-.83	.99	23.65	559.36	37	185	148
OD			33.63	32	32.67	1.86	.79	.77	18.45	340.26	0	124	124
CatSco			42.35	4	52.64	-.36	.30	1.33	31.66	1002.43	0	167	167

Table 32, Continued
High School IAV Scores, Race and Sex by Grade, Continued

Page 2

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Black Females, Grade 10:													
SI		294	138.48	134	141.50	.18	-.71	1.80	20.55	422.33	69	174	105
SII			146.13	146	149.83	.43	-.87	1.13	19.36	374.78	75	182	107
SIII			151.98	166	156.36	-.08	-.73	1.22	20.89	436.30	89	185	96
SD			28.87	17	27.39	.10	.59	1.09	18.71	350.03	0	93	93
OI			131.31	112	132.64	.35	-.49	1.46	25.06	627.83	37	185	148
OII			137.10	158	139.00	.72	-.63	1.38	23.59	556.34	37	185	148
OIII			145.63	159	149.00	.41	-.66	1.43	24.51	600.95	37	185	148
OD			30.35	0	30.00	.26	.40	1.15	19.63	385.18	0	111	111
CatSco			49.45	54	55.83	.39	.27	1.94	33.23	1104.06	0	195	195
Black Males, Grade 10:													
SI		224	129.37	140	130.50	.10	-.42	1.51	22.60	510.93	54	173	119
SII			140.66	148	143.50	-.61	-.34	1.40	20.92	437.46	83	185	102
SIII			144.24	152	149.00	-.11	-.63	1.49	22.32	498.09	82	185	103
SD			32.20	15	31.50	.50	.49	1.23	18.42	339.31	0	111	111
OI			127.81	126	126.38	-.23	-.39	1.74	26.09	680.86	48	185	137
OII			132.34	152	135.50	-.16	-.45	1.64	24.54	602.43	47	185	138
OIII			140.38	125	144.00	.07	-.50	1.65	24.64	607.11	51	185	134
OD			34.77	35	34.00	.41	.55	1.36	20.57	423.28	0	111	111
CatSco			46.70	54	53.94	-.19	.27	2.18	32.55	1059.72	0	156	156
White Females, Grade 10:													
SI		570	139.14	143	140.58	.55	-.58	.76	18.20	331.10	63	185	122
SII			140.58	157	142.17	.59	-.56	.89	21.20	449.33	49	185	136
SIII			163.99	178	167.76	9.21	-2.30	.72	17.13	293.43	37	185	148
SD			31.36	30	29.58	3.19	1.12	.68	16.31	266.01	0	117	117
OI			132.28	150	134.17	.31	-.56	1.06	25.29	639.31	41	185	144
OII			139.22	148	141.75	.51	-.54	.91	21.74	472.47	60	185	125
OIII			156.51	185	161.40	2.90	-1.48	.96	22.94	526.10	41	185	144
OD			30.37	23	27.50	1.31	.98	.79	18.89	356.89	0	110	110
CatSco			40.56	0	51.06	-.75	.29	1.27	20.23	914.04	0	151	151
White Males, Grade 10:													
SI		447	134.03	160	135.94	.20	-.49	1.00	21.20	449.45	62	185	123
SII			139.20	137	140.65	-.09	-.26	.98	20.69	428.08	67	185	118
SIII			155.37	185	160.06	.93	-1.03	1.04	21.88	478.63	68	185	117
SD			30.75	30	29.77	.67	.52	.75	15.78	248.90	0	98	98
OI			128.33	111	128.44	-.09	-.19	1.14	24.13	582.14	54	185	131
OII			135.38	111	135.18	-.25	-.03	1.07	22.60	510.88	66	185	119
OIII			148.81	185	152.61	.50	-.73	1.17	24.59	604.87	54	185	131
OD			33.99	0	31.86	1.01	.75	.94	19.89	395.49	0	115	115
CatSco			41.93	1	52.50	-.15	.40	1.53	32.33	1044.93	0	179	179

Table 32, Continued
High School IAV Scores, Race and Sex by Grade, Continued

Page 3

Group	Score	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Black Females, Grade 11:													
SI		262	137.77	145	141.50	.04	-.70	1.33	21.46	460.35	69	177	108
SII			148.57	156	151.50	1.44	-.88	1.10	17.76	315.57	75	185	110
SIII			156.17	160	159.80	3.24	-1.44	1.13	18.30	334.92	74	185	111
SD			29.26	34	26.79	.33	.73	1.09	17.56	308.44	0	85	85
OI			134.04	154	136.70	-.57	-.42	1.53	24.80	615.03	65	179	114
OII			142.65	153	148.00	.24	-.68	1.37	22.17	491.68	60	185	125
OIII			152.20	159	158.68	2.84	-1.38	1.42	23.01	529.29	37	185	148
OD			29.60	16	26.90	.55	.76	1.21	19.53	381.48	0	101	101
CatSco			45.03	61	54.50	-.66	.19	1.98	32.08	1029.11	0	143	143
Black Males, Grade 11:													
SI		201	135.79	140	139.33	.06	-.68	1.55	21.95	481.65	69	176	107
SII			144.34	137	145.43	-.74	-.21	1.22	17.29	298.90	104	178	74
SIII			148.62	165	154.00	2.10	-1.21	1.58	22.43	503.08	51	185	134
SD			28.09	20	25.88	-.32	.48	1.19	16.83	283.09	0	76	76
OI			131.74	115	133.25	-.38	-.26	1.68	23.84	568.37	71	185	114
OII			138.79	134	140.71	.19	-.45	1.52	21.39	457.54	65	185	120
OIII			145.88	163	152.00	-.31	-.65	1.67	23.6-	560.40	78	185	107
OD			32.17	20	30.00	.59	.69	1.34	18.92	358.00	0	112	112
CatSco			47.26	53	54.00	.61	.36	2.23	31.57	996.50	0	172	172
White Females, Grade 11:													
SI		490	139.71	150	141.50	.29	-.55	.80	17.77	315.78	82	178	96
SII			138.99	141	140.79	.11	-.48	.96	21.17	448.06	56	182	126
SIII			164.54	175	167.41	4.00	-1.59	.69	15.27	233.21	81	185	104
SD			30.11	29	28.82	1.62	.86	.69	15.28	233.49	0	102	102
OI			133.30	138	135.30	.09	-.44	1.03	22.69	514.73	60	185	125
OII			136.79	148	137.59	1.14	-.50	.96	21.19	448.99	37	183	146
OIII			157.58	185	160.97	.72	-.91	.91	20.08	403.29	83	185	102
OD			29.43	22	27.00	.81	.80	.81	17.87	319.32	0	95	95
CatSco			40.29	8	50.88	-.64	.33	1.37	30.35	920.88	0	149	149
White Males, Grade 11:													
SI		538	133.02	137	135.38	.82	-.66	.87	20.26	410.56	57	179	122
SII			136.58	128	138.77	.21	-.37	.91	21.04	442.76	60	185	125
SIII			153.69	160	159.35	1.57	-1.18	.96	22.30	497.47	56	185	129
SD			29.88	29.00	29.07	.37	.48	.67	15.43	238.17	0	94	94
OI			121.50	131	122.83	.25	-.39	1.15	26.69	712.34	37	184	147
OII			130.42	126	130.06	1.07	-.32	1.01	23.26	540.83	37	185	148
OIII			142.90	185	147.29	.97	-.89	1.24	28.59	817.46	37	185	148
OD			31.60	0	30.33	1.34	.76	.85	19.65	386.08	0	129	129
CatSco			46.06	0	53.89	.21	.42	1.47	34.15	1166.33	0	198	198

Table 32 Concluded
High School Iav Scores, Race and Sex by Grade, Concluded

Page 4

Black Females, Grade 12:

SI	214	142.51	150	145.90	.70	-.86	1.25	18.22	332.02	76	174	98
SII		149.76	149	152.75	1.24	-.89	1.21	17.72	314.11	76	185	109
SIII		157.05	168	160.500	1.31	-1.07	1.20	17.51	306.59	86	185	99
SD		25.87	34	24.36	2.00	.81	1.07	15.70	246.55	0	105	105
OI		136.26	152	138.00	.47	-.63	1.62	23.75	563.95	41	181	140
OII		141.17	148	144.67	1.27	-.83	1.46	21.29	453.26	48	182	134
OIII		153.97	163	159.17	.51	-.98	1.45	21.18	448.60	88	185	97
OD		28.44	22	27.50	.99	.64	1.23	17.96	322.61	0	110	110
CatSco		48.24	64	56.06	-.34	.13	2.20	32.15	1033.35	0	161	161

Black Males, Grade 12:

SI	163	135.01	136	136.63	.01	-.65	1.72	21.94	481.53	74	179	105
SII		143.15	158	146.08	.20	-.61	1.51	19.33	373.66	75	185	110
SIII		148.25	166	152.67	-.48	-.60	1.66	21.18	448.51	95	185	90
SD		28.85	35	26.75	.32	.58	1.30	16.62	276.19	0	84	84
OI		126.85	131	130.00	-.30	-.52	2.02	25.80	665.56	49	185	136
OII		134.55	148	139.00	.10	-.50	1.82	23.28	541.90	60	185	121
OIII		144.83	159	149.00	.11	-.67	1.96	24.95	622.69	59	185	126
OD		32.58	0	32.60	-.15	.31	1.40	17.83	317.97	0	85	85
CatSco		47.96	5	56.58	-1.20	-.97	2.51	32.06	1027.60	0	113	113

White Females, Grade 12:

SI	391	140.90	134	142.44	1.11	-.71	.88	17.43	303.80	57	178	121
SII		141.07	145	142.56	.45	-.51	1.00	19.75	389.88	57	184	127
SIII		166.38	178	169.79	1.28	-1.20	.70	13.82	190.95	115	185	70
SD		29.52	19	27.75	.66	.57	.74	14.64	214.41	0	94	94
OI		132.28	142	135.14	.58	-.67	1.21	23.94	573.11	37	178	141
OII		138.32	139	139.56	1.59	-.80	1.06	21.03	442.07	44	185	141
OIII		158.47	185	163.00	1.10	-1.04	1.01	20.03	401.33	74	185	111
OD		30.53	23	27.86	1.80	1.13	1.00	19.79	391.74	0	113	113
CatSco		39.80	5	51.08	-.88	.29	1.51	29.95	896.72	0	128	128

White Males, Grade 12:

SI	338	137.17	132	137.79	.45	-.41	1.00	18.44	339.96	64	185	121
SII		139.54	143	141.70	.12	-.39	1.13	20.83	433.93	66	185	119
SIII		160.54	163	163.94	2.27	-1.31	1.01	18.53	343.32	72	185	113
SD		30.09	21	29.28	.88	.61	.84	15.48	239.74	0	101	101
OI		131.35	117	131.33	.55	-.26	1.25	22.90	524.32	43	185	142
OII		137.35	148	138.13	.29	-.13	1.18	21.62	467.58	59	185	126
OIII		152.15	185	154.83	1.28	-.91	1.27	23.37	545.96	53	185	132
OD		29.80	36	30.68	.56	.53	.94	17.32	299.99	0	98	98
CatSco		41.54	0	52.10	-.86	.23	1.63	29.95	896.72	0	136	136

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 33
Analysis of Variance
Elementary School IAV
by Grade

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Grade 3	2106	46.80	2, 6924	90.10	.000**
	Grade 4	2369	45.52			
	Grade 5	2452	44.81			
SII	Grade 3	2106	50.68	2, 6924	20.92	.000
	Grade 4	2369	49.56			
	Grade 5	2452	49.19			
SIII	Grade 3	2106	52.47	2, 6924	5.17	.006
	Grade 4	2369	52.01			
	Grade 5	2452	52.38			
SD	Grade 3	2106	8.94	2, 6924	63.98	.000
	Grade 4	2369	9.80			
	Grade 5	2452	10.46			
OI	Grade 3	2106	45.28	2, 6924	15.46	.000
	Grade 4	2369	45.46			
	Grade 5	2452	44.34			
OII	Grade 3	2106	49.82	2, 6924	3.52	.029
	Grade 4	2369	50.21			
	Grade 5	2452	49.57			
OIII	Grade 3	2106	49.67	2, 6924	7.82	.001
	Grade 4	2369	50.51			
	Grade 5	2452	50.41			
OD	Grade 3	2106	8.31	2, 6924	33.35	.000
	Grade 4	2369	8.59			
	Grade 5	2452	9.52			
CatSco	Grade 3	2106	14.83	2,6924	2.56	.075
	Grade 4	2369	13.81			
	Grade 5	2452	14.23			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, Cat Sco = Category Score; a measure of adjustment

** p is less than .0005

Table 34
Analysis of Variance
Junior High School IAV
Total Group Divided by Grade

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Grade 6	2,248	83.51	2, 8296	5.18	.006
	Grade 7	3,056	84.37			
	Grade 8	2,995	83.92			
SII	Grade 6	2,248	85.57	2, 8296	2.45	.060
	Grade 7	3,056	86.43			
	Grade 8	2,995	86.08			
SIII	Grade 6	2,248	82.21	2, 8296	24.41	.000**
	Grade 7	3,056	90.12			
	Grade 8	2,995	91.07			
SD	Grade 6	2,248	17.11	2, 8296	3.75	.011
	Grade 7	3,056	16.43			
	Grade 8	2,995	16.26			
OI	Grade 6	2,248	81.64	2, 8296	5.00	.008
	Grade 7	3,056	80.48			
	Grade 8	2,995	81.87			
OII	Grade 6	2,248	83.85	2, 8296	9.45	.000
	Grade 7	3,056	82.34			
	Grade 8	2,995	84.29			
OIII	Grade 6	2,248	85.15	2, 8296	18.675	.000
	Grade 7	3,056	84.54			
	Grade 8	2,995	87.56			
OD	Grade 6	2,248	17.17	2, 8296	1.11	.090
	Grade 7	3,056	16.76			
	Grade 8	2,995	16.60			
CatSco	Grade 6	2,248	34.56	2, 8296	10.06	.000
	Grade 7	3,056	38.21			
	Grade 8	2,995	34.61			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment
 ** p is less than .0005

Table 35
Analysis of Variance
High School IAV
by Grade

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Grade 9	2,512	132.21	3, 9945	37.91	.000**
	Grade 10	2,977	135.30			
	Grade 11	2,622	136.58			
	Grade 12	1,838	138.56			
SII	Grade 9	2,512	139.34	3, 9945	9.00	.000
	Grade 10	2,977	140.91			
	Grade 11	2,622	140.02			
	Grade 12	1,838	142.53			
SIII	Grade 9	2,512	151.98	3, 9945	44.49	.000
	Grade 10	2,977	156.03			
	Grade 11	2,622	156.76			
	Grade 12	1,838	158.98			
SD	Grade 9	2,512	33.36	3, 9945	20.16	.000
	Grade 10	2,977	31.42			
	Grade 11	2,622	31.02			
	Grade 12	1,838	29.33			
OI	Grade 9	2,512	127.15	3, 9945	12.76	.000
	Grade 10	2,977	128.17			
	Grade 11	2,622	125.71			
	Grade 12	1,838	130.29			
OII	Grade 9	2,512	133.12	3, 9945	141.93	.000
	Grade 10	2,977	120.99			
	Grade 11	2,622	130.95			
	Grade 12	1,838	136.80			
OIII	Grade 9	2,512	145.53	3, 9945	34.08	.000
	Grade 10	2,977	143.55			
	Grade 11	2,622	146.31			
	Grade 12	1,838	151.23			
OD	Grade 9	2,512	34.60	3, 9945	12.02	.000
	Grade 10	2,977	33.82			
	Grade 11	2,622	32.33			
	Grade 12	1,838	31.42			
CatSco	Grade 9	2,512	46.09	3, 9945	97.56	.000
	Grade 10	2,977	60.52			
	Grade 11	2,622	49.74			
	Grade 12	1,838	45.01			

* SI = Self Concept, SII = Acceptance of Self, SIII = Ideal Self, SD = Self Discrepancy, OI = Others Self Concept, OII = Others Acceptance of Self, OIII = Others Ideal Self, OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 36
Analysis of Variance
Elementary School IAV
by Sex

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Males	2681	45.73	1, 5391	3.30	.066
	Females	2712	45.47			
SII	Males	2681	49.52	1, 5391	.10	.747
	Females	2712	49.59			
SIII	Males	2681	51.52	1, 5391	122.46	.000**
	Females	2712	53.09			
SD	Males	2681	9.29	1, 5391	55.88	.000
	Females	2712	10.22			
OI	Males	2681	44.44	1, 5391	21.77	.000
	Females	2712	45.43			
OII	Males	2681	49.43	1, 5391	4.34	.035
	Females	2712	49.92			
OIII	Males	2681	49.21	1, 5391	75.42	.000
	Females	2712	51.09			
OD	Males	2681	8.90	1, 5391	1.94	.160
	Females	2712	8.70			
CatSco	Males	2681	14.89	1, 5391	5.44	.019
	Females	2712	13.22			

*SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Discrepancy, CatSco = Category Score; a measure of adjustment

** p is less than .0005

Table 37
Analysis of Variance
Junior High School IAV
Total Group by Sex

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Male	4839	83.51	1, 9630	32.56	.000**
	Female	4793	84.64			
SII	Male	4839	85.52	1, 9630	31.31	.000
	Female	4739	86.84			
SIII	Male	4839	88.74	1, 9630	157.50	.000
	Female	4739	91.78			
SD	Male	4839	16.68	1, 9630	2.84	.088
	Female	4739	16.36			
OI	Male	4839	80.44	1, 9630	35.54	.000
	Female	4739	82.21			
OII	Male	4839	82.47	1, 9630	58.28	.000
	Female	4739	84.73			
OIII	Male	4839	84.08	1, 9630	134.40	.000
	Female	4739	87.88			
OD	Male	4839	17.56	1, 9630	38.55	.000
	Female	4739	16.15			
CatSco	Male	4839	37.13	1, 9630	19.08	.000
	Female	4739	34.57			

*SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,

OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,

OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 38
Analysis of Variance
High School IAV
Total Group by Sex

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Male	2,950	133.31	1, 6315	103.98	.000**
	Female	3,367	138.35			
SII	Male	2,950	139.12	1, 6315	39.43	.000
	Female	3,367	142.39			
SIII	Male	2,950	152.42	1, 6315	243.55	.000
	Female	3,367	160.40			
SD	Male	2,950	31.23	1, 6315	3.39	.062
	Female	3,367	30.46			
OI	Male	2,950	126.73	1, 6315	56.04	.000
	Female	3,367	131.32			
OII	Male	2,950	129.95	1, 6315	37.09	.000
	Female	3,367	134.20			
OIII	Male	2,950	144.13	1, 6315	147.66	.000
	Female	3,367	151.86			
OD	Male	2,950	33.39	1, 6315	18.64	.000
	Female	3,367	31.31			
Cat Sco	Male	2,950	48.33	1, 6315	.51	.480
	Female	3,367	47.68			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 39
Analysis of Variance
Elementary School IAV
by Sex and Grade

Score	Group	N	Mean	d.f.	F	F Prob.
Grade 3:						
SI*	Male	1010	47.00	1, 2005	7.00	.008
	Female	997	46.47			
SII	Male	1010	50.65	1, 2005	.04	.817
	Female	997	50.59			
SIII	Male	1010	52.08	1, 2005	14.76	.000**
	Female	997	52.81			
SD	Male	1010	8.61	1, 2005	15.00	.000
	Female	997	9.38			
OI	Male	1010	45.00	1, 2005	1.28	.256
	Female	997	45.44			
OII	Male	1010	49.87	1, 2005	.40	.537
	Female	997	49.60			
OIII	Male	1010	49.01	1, 2005	9.42	.002
	Female	997	50.25			
OD	Male	1010	8.24	1, 2005	1.28	.257
	Female	997	8.51			
CatSco	Male	1010	14.53	1, 2005	1.24	.265
	Female	997	15.37			
Grade 4:						
SI	Male	1094	45.51	1, 2264	.57	.457
	Female	1172	45.32			
SII	Male	1094	49.32	1, 2264	.17	.686
	Female	1172	49.46			
SIII	Male	1094	50.94	1, 2264	54.45	.000
	Female	1172	52.83			
SD	Male	1094	9.26	1, 2264	36.82	.000
	Female	1172	10.45			
OI	Male	1094	44.84	1, 2264	10.68	.001
	Female	1172	45.87			
OII	Male	1094	49.63	1, 2264	6.43	.011
	Female	1172	50.51			
OIII	Male	1094	49.41	1, 2264	38.05	.000
	Female	1172	51.34			
OD	Male	1094	8.70	1, 2264	.18	.674
	Female	1172	8.60			
CatSco	Male	1094	14.58	1, 2264	6.37	.011
	Female	1172	13.06			
Grade 5:						
SI	Male	1184	44.99	1, 2350	4.13	.040
	Female	1168	44.60			
SII	Male	1184	49.32	1, 2350	.51	.482
	Female	1168	49.09			

Table 39, Continued

Page 2

Analysis of Variance, Elementary School IAV, by Sex and Grade, Concluded

Score	Group	N	Mean	d.f.	F	F Prob.
<u>Grade 5, Continued:</u>						
SIII	Male	1184	51.54	1, 2350	67.35	.000
	Female	1168	53.13			
SD	Male	1184	10.00	1, 2350	25.98	.000
	Female	1168	10.90			
OI	Male	1184	43.75	1, 2350	21.98	.000
	Female	1168	44.99			
OII	Male	1184	49.37	1, 2350	2.33	.123
	Female	1168	49.85			
OIII	Male	1184	49.37	1, 2350	61.19	.000
	Female	1168	51.47			
OD	Male	1184	9.70	1, 2350	4.46	.033
	Female	1168	9.29			
CatSco	Male	1184	14.86	1, 2350	6.17	.013
	Female	1168	13.39			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,

OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,

OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** p is less than .0005

Table 40
Analysis of Variance
Junior High School IAV
by Sex and Grade

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 6	SI*	Male	1,146	83.21	1, 2325	8.71	.003
		Female	1,181	84.45			
	SII	Male	1,146	84.95	1, 2325	18.85	.000**
		Female	1,181	87.10			
	SIII	Male	1,146	86.71	1, 2325	40.94	.000
		Female	1,181	90.10			
	SD	Male	1,146	17.12	1, 2325	.01	.892
		Female	1,181	17.15			
	OI	Male	1,146	80.75	1, 2325	14.07	.000
		Female	1,181	82.85			
	OII	Male	1,146	82.80	1, 2325	20.65	.000
		Female	1,181	85.35			
	OIII	Male	1,146	83.12	1, 2325	32.31	.000
		Female	1,181	86.79			
	OD	Male	1,146	17.58	1, 2325	1.54	.213
		Female	1,181	16.98			
	CatSco	Male	1,146	35.59	1, 2325	2.12	.141
		Female	1,181	33.89			
Grade 7	SI	Male	1,691	84.03	1, 3319	5.40	.019
		Female	1,630	84.82			
	SII	Male	1,691	86.13	1, 3319	6.09	.013
		Female	1,630	87.12			
	SIII	Male	1,691	88.97	1, 3319	38.86	.000
		Female	1,630	91.58			
	SD	Male	1,691	16.65	1, 3319	2.60	.103
		Female	1,630	16.11			
	OI	Male	1,691	80.18	1, 3319	3.27	.067
		Female	1,630	81.24			
	OII	Male	1,691	81.62	1, 3319	13.64	.000
		Female	1,630	83.79			
	OIII	Male	1,691	82.93	1, 3319	32.92	.000
		Female	1,630	86.62			
	OD	Male	1,691	17.61	1, 3319	20.22	.000
		Female	1,630	15.83			
	CatSco	Male	1,691	39.38	1, 3319	8.72	.003
		Female	1,630	36.25			

Table 40, Concluded
 Analysis of Variance, Junior High School IAV by Sex and Grade, Concluded

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 8	SI	Male	1,768	83.26	1, 3480	11.49	.001
		Female	1,714	84.34			
	SII	Male	1,768	85.46	1, 3480	5.34	.020
		Female	1,714	86.32			
	SIII	Male	1,768	89.94	1, 3480	53.99	.000
		Female	1,714	92.68			
	SD	Male	1,768	16.49	1, 3480	.71	.404
		Female	1,714	16.24			
	OI	Male	1,768	80.61	1, 3480	20.53	.000
		Female	1,714	82.61			
	OII	Male	1,768	83.17	1, 3480	21.62	.000
		Female	1,714	85.17			
	OIII	Male	1,768	85.83	1, 3480	60.11	.000
		Female	1,714	89.44			
	OD	Male	1,768	17.41	1, 3480	16.55	.000
		Female	1,714	15.96			
	CatSco	Male	1,768	35.99	1, 3480	8.65	.003
		Female	1,714	33.23			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 41
Analysis of Variance
High School IAV
by Sex and Grade

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 9, SI*							
		Female	1,074	134.85	1, 2142	18.58	.000**
		Male	1,070	131.07			
	SII	Female	1,074	1141.72	1, 2142	19.60	.000
		Male	1,070	137.65			
	SIII	Female	1,074	156.45	1, 2142	48.21	.000
		Male	1,070	149.92			
	SD	Female	1,074	32.43	1, 2142	4.47	.033
		Male	1,070	34.05			
	OI	Female	1,074	130.28	1, 2142	11.16	.001
		Male	1,070	126.92			
	OII	Female	1,074	136.43	1, 2142	16.06	.000
		Male	1,070	132.56			
	OIII	Female	1,074	150.37	1, 2142	33.95	.000
		Male	1,070	144.15			
	OD	Female	1,074	33.69	1, 2142	1.27	.260
		Male	1,070	34.63			
	CatSco	Female	1,074	45.56	1, 2142	1.60	.203
		Male	1,070	43.86			
Grade 10, SI		Female	1,435	138.39	1, 2610	64.77	.000
		Male	1,177	132.05			
	SII	Female	1,435	142.48	1, 2610	20.14	.000
		Male	1,177	138.73			
	SIII	Female	1,435	160.80	1, 2610	110.04	.000
		Male	1,177	152.33			
	SD	Female	1,435	31.15	1, 2610	3.07	.076
		Male	1,177	32.32			
	OI	Female	1,435	130.15	1, 2610	19.87	.000
		Male	1,177	125.83			
	OII	Female	1,435	121.03	1, 2610	9.76	.002
		Male	1,177	116.29			
	OIII	Female	1,435	146.65	1, 2610	43.48	.000
		Male	1,177	139.77			
	OD	Female	1,435	32.91	1, 2610	12.92	.000
		Male	1,177	35.66			
	CatSco	Female	1,435	62.77	1, 2610	.09	.84
		Male	1,177	63.08			
Grade 11, SI		Female	1,258	138.85	1, 2309	40.10	.000
		Male	1,053	133.56			
	SII	Female	1,258	140.79	1, 2309	8.13	.004
		Male	1,053	138.30			
	SIII	Female	1,258	162.63	1, 2309	66.61	.000
		Male	1,053	151.66			

Table 41, Concluded
Analysis of Variance, High School IAV by Sex and Grade, Concluded Page 2

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 11, Continued:							
SD		Female	1,258	30.92	1, 2309	.49	.493
		Male	1,053	30.45			
OI		Female	1,258	128.46	1, 2309	34.22	.000
		Male	1,053	122.10			
OII		Female	1,258	133.53	1, 2309	20.69	.000
		Male	1,053	128.64			
OIII		Female	1,258	150.78	1, 2309	68.98	.000
		Male	1,053	141.49			
OD		Female	1,258	31.23	1, 2309	4.75	.028
		Male	1,053	32.99			
CatSco		Female	1,258	47.26	1,2309	6.00	.014
		Male	1,053	50.71			
Grade 12, SI		Female	804	141.23	1, 1464	30.17	.000
		Male	662	135.75			
SII		Female	804	143.93	1, 1464	10.28	.002
		Male	662	140.61			
SIII		Female	804	162.65	1, 1464	47.69	.000
		Male	662	156.15			
SD		Female	804	28.22	1, 1464	7.97	.005
		Male	662	30.62			
OI		Female	804	132.59	1, 1464	9.89	.002
		Male	662	128.60			
OII		Female	804	138.96	1, 1464	12.39	.001
		Male	662	135.05			
OIII		Female	804	155.68	1, 1464	35.21	.000
		Male	662	148.71			
OD		Female	804	30.24	1, 1464	2.66	.099
		Male	662	31.86			
CatSco		Female	804	43.30	1, 1464	1.91	.16
		Male	662	45.53			

* p is less than .0005

** SI = Self Concept, SII = Acceptance of Self, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

Table 42
Analysis of Variance
Elementary School IAV
by Race

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Black	2091	45.91	1, 5391	11.78	.001
	White	3302	45.41			
SII	Black	2091	50.97	1, 5391	104.67	.000*
	White	3302	48.66			
SIII	Black	2091	51.60	1, 5391	62.62	.000
	White	3302	52.76			
SD	Black	2091	9.61	1, 5391	3.53	.057
	White	3302	9.85			
OI	Black	2091	44.52	1, 5391	9.89	.002
	White	3302	45.20			
OII	Black	2091	49.72	1, 5391	.09	.754
	White	3302	49.65			
OIII	Black	2091	49.00	1, 5391	71.35	.000
	White	3302	50.89			
OD	Black	2091	9.32	1, 5391	31.45	.000
	White	3302	8.47			
CatSco	Black	2091	15.02	1, 5391	5.72	.016
	White	3302	14.01			

* SI = Self Concept, SII = Self Acceptance, SIII = Self Ideal, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** p is less than .0005

Table 43
Analysis of Variance
Junior High School IAV
Total Group by Race

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Black	2474	84.69	1, 6337	24.90	.000**
	White	3865	83.46			
SII	Black	2474	86.13	1, 6337	.29	.598
	White	3865	85.97			
SIII	Black	2474	84.84	1, 6337	882.21	.000
	White	3865	93.42			
SD	Black	2474	16.67	1, 6337	.24	.629
	White	3865	16.55			
OI	Black	2474	79.80	1, 6337	38.84	.000
	White	3865	82.24			
OII	Black	2474	81.08	1, 6337	96.22	.000
	White	3865	84.93			
OIII	Black	2474	79.78	1, 6337	544.81	.000
	White	3865	89.53			
OD	Black	2474	17.92	1, 6337	55.86	.000
	White	3865	15.77			
CatSco	Black	2474	39.71	1, 6337	68.92	.000
	White	3865	33.50			

*SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 44
Analysis of Variance
High School IAV
Total Group by Race

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	Black	1,927	135.09	1, 5765	6.39	.011
	White	3,840	136.49			
SII	Black	1,927	143.97	1, 5765	60.55	.000**
	White	3,840	139.51			
SIII	Black	1,927	149.23	1, 5765	363.42	.000
	White	3,840	159.94			
SD	Black	1,927	30.33	1, 5765	1.32	.249
	White	3,840	30.86			
OI	Black	1,927	129.98	1, 5765	.01	.890
	White	3,840	129.92			
OII	Black	1,927	135.96	1, 5765	.04	.810
	White	3,840	136.10			
OIII	Black	1,927	144.49	1, 5765	134.65	.000
	White	3,840	152.44			
OD	Black	1,927	32.41	1, 5765	2.37	.119
	White	3,840	31.58			
CatSco	Black	1,927	47.44	1, 5765	40.74	.000
	White	3,840	41.80			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Concept, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 45
Analysis of Variance
Elementary School IAV
by Race and Grade

Score	Group	N	Mean	d.f.	F	F Prob.
Grade 3:						
SI*	Black	643	47.05	1, 1713	7.08	.008
	White	1072	46.45			
SII	Black	643	51.55	1, 1713	22.78	.000**
	White	1072	49.83			
SIII	Black	643	51.75	1, 1713	42.25	.000
	White	1072	53.09			
SD	Black	643	8.49	1, 1713	10.92	.001
	White	1072	9.22			
OI	Black	643	45.05	1, 1713	.04	.825
	White	1072	44.96			
OII	Black	643	49.76	1, 1713	.52	.478
	White	1072	49.40			
OIII	Black	643	48.50	1, 1713	12.24	.001
	White	1072	50.15			
OD	Black	643	8.65	1, 1713	3.34	.064
	White	1072	8.16			
CatSco	Black	643	15.57	1, 1713	.49	.491
	White	1072	14.98			
Grade 4:						
SI	Black	668	45.47	1, 1752	.07	.778
	White	1086	45.39			
SII	Black	668	50.42	1, 1752	20.27	.000
	White	1086	48.45			
SIII	Black	668	50.74	1, 1752	36.64	.000
	White	1086	52.67			
SD	Black	668	9.67	1, 1752	.88	.350
	White	1086	9.89			
OI	Black	668	45.24	1, 1752	.89	.347
	White	1086	45.60			
OII	Black	668	50.39	1, 1752	1.48	.222
	White	1086	49.89			
OIII	Black	668	49.49	1, 1752	17.07	.000
	White	1086	51.06			
OD	Black	668	9.17	1, 1752	12.48	.001
	White	1086	8.15			
CatSco	Black	668	12.93	1, 1752	3.13	.073
	White	1086	14.17			
Grade 5:						
SI	Black	690	45.23	1, 1922	.83	.522
	White	1234	44.68			
SII	Black	690	50.53	1, 1922	36.63	.000
	White	1234	48.24			

Table 45, Concluded
Analysis of Variance, Elementary School IAV by Race and Grade, Concluded

Page 2

Score	Group	N	Mean	d.f.	F	F Prob.
Grade 5, Continued:						
SIII	Black	690	52.19	1, 1922	2.09	.144
	White	1234	52.52			
SD	Black	690	10.82	1, 1922	8.48	.004
	White	1234	10.22			
OI	Black	690	44.03	1, 1922	3.63	.054
	White	1234	44.62			
OII	Black	690	49.61	1, 1922	.52	.478
	White	1234	49.34			
OIII	Black	690	49.85	1, 1922	8.04	.005
	White	1234	50.75			
OD	Black	690	10.39	1, 1922	41.37	.000
	White	1234	8.91			
CatSco	Black	690	15.55	1, 1922	7.84	.005
	White	1234	13.64			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment
 ** p is less than .0005

Table 46
Analysis of Variance
Junior High School IAV
Race by Grade

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 6	SI*	Black	804	84.17	1, 2037	7.34	.007
		White	1,235	82.94			
	SII	Black	804	84.90	1, 2037	4.53	.032
		White	1,235	86.05			
	SIII	Black	804	81.98	1, 2037	380.66	.000*
		White	1,235	92.49			
	SD	Black	804	17.96	1, 2037	6.19	.012
		White	1,235	16.82			
	OI	Black	804	80.69	1, 2037	7.14	.008
		White	1,235	82.29			
Grade 7	OII	Black	804	81.54	1, 2037	47.19	.000
		White	1,235	85.58			
	OIII	Black	804	78.56	1, 2037	286.61	.000
		White	1,235	89.64			
	OD	Black	804	19.11	1, 2037	35.62	.000
		White	1,235	16.02			
	CatSco	Black	804	37.28	1, 2037	13.77	.000
		White	1,235	27.42			
	SI	Black	856	85.48	1, 2337	24.00	.000
		White	1,483	83.51			
Grade 8	SII	Black	856	87.03	1, 2337	6.21	.012
		White	1,483	85.77			
	SIII	Black	856	86.07	1, 2337	167.97	.000
		White	1,483	92.52			
	SD	Black	856	16.19	1, 2337	1.18	.278
		White	1,483	16.64			
	OI	Black	856	77.90	1, 2337	22.88	.000
		White	1,483	81.58			
	OII	Black	856	79.09	1, 2337	35.09	.000
		White	1,483	83.71			
Grade 8	OIII	Black	856	78.06	1, 2337	137.49	.000
		White	1,483	87.77			
	OD	Black	856	17.20	1, 2337	4.78	.027
		White	1,483	16.12			
	CatSco	Black	856	45.51	1, 2337	38.46	.000
		White	1,483	35.23			
	SI	Black	676	84.30	1, 2337	1.23	.266
		White	1,368	83.83			
	SII	Black	676	86.68	1, 2337	.92	.340
		White	1,368	86.20			
Grade 8	SIII	Black	676	86.98	1, 2337	228.74	.000
		White	1,368	94.18			

Table 46 Concluded

Page2

Analysis of Variance, Junior High School IAV, Race by Grade, Concluded

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 8, Continued:							
SD		Black	676	15.77	1, 2337	2.23	.131
		White	1,368	16.37			
OI		Black	676	81.28	1, 2337	3.38	.063
		White	1,368	82.43			
OII		Black	676	83.58	1, 2337	7.60	.006
		White	1,368	85.24			
OIII		Black	676	83.87	1, 2337	103.27	.000
		White	1,368	90.32			
OD		Black	676	17.34	1, 2337	10.99	.001
		White	1,368	15.70			
CatSco		Black	676	37.26	1, 2337	10.97	.001
		White	1,368	32.98			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 47
Analysis of Variance
High School IAV
by Race and Grade

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 9, SI*		Black	820	130.83	1, 1884	15.60	.000**
		White	1,066	134.23			
	SII	Black	820	139.72	1, 1884	.23	.638
		White	1,066	140.19			
	SIII	Black	820	144.83	1, 1884	183.26	.000
		White	1,066	158.19			
	SD	Black	820	33.74	1, 1884	3.49	.058
		White	1,066	32.20			
	OI	Black	820	124.34	1, 1884	38.08	.000
		White	1,066	130.94			
	OII	Black	820	130.50	1, 1884	41.83	.000
		White	1,066	137.16			
	OIII	Black	820	137.79	1, 1884	176.52	.000
		White	1,066	152.67			
Grade 10, SI		Black	820	35.72	1, 1884	9.10	.003
		White	1,066	33.03			
	CatSco	Black	820	49.46	1, 1884	20.51	.000
		White	1,066	41.48			
		Black	814	135.06	1, 1829	3.41	.062
		White	1,017	136.89			
	SII	Black	814	143.86	1, 1829	15.23	.000
		White	1,017	139.97			
	SIII	Black	814	149.83	1, 1829	112.55	.000
		White	1,017	160.20			
	SD	Black	814	30.17	1, 1829	1.24	.266
		White	1,017	31.09			
	OI	Black	814	130.52	1, 1829	.00	.933
		White	1,017	130.54			
Grade 11, SI	OII	Black	814	136.04	1, 1829	.64	.428
		White	1,017	136.95			
	OIII	Black	814	144.93	1, 1829	48.83	.000
		White	1,017	152.98			
	OD	Black	814	31.91	1, 1829	.00	.908
		White	1,017	31.96			
	CatSco	Black	814	46.45	1, 1829	11.60	.001
		White	1,017	41.32			
		Black	728	136.58	1, 1754	.14	.711
		White	1,028	136.21			
	SII	Black	728	146.00	1, 1754	70.62	.000
		White	1,028	137.73			
	SIII	Black	728	153.52	1, 1754	29.44	.000
		White	1,028	158.86			

Table 47, oncluded

Analysis of Variance, High School IAV by Race and Grade, Concluded

Page 2.

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 11, Continued:							
SD		Black	728	30.05	1, 1754	.01	.902
		White	1,028	29.99			
OI		Black	728	130.40	1, 1754	7.75	.005
		White	1,028	126.89			
OII		Black	728	138.28	1, 1754	21.46	.000
		White	1,028	132.90			
OIII		Black	728	147.77	1, 1754	1.78	.179
		White	1,028	149.48			
OD		Black	728	32.10	1, 1754	2.14	.139
		White	1,028	30.70			
CatSco		Black	728	48.36	1, 1754	9.60	.002
		White	1,028	43.46			
Grade 12, SI		Black	631	138.60	1, 1358	.30	.592
		White	729	139.17			
SII		Black	631	145.57	1, 1358	23.69	.000
		White	729	140.36			
SIII		Black	631	153.78	1, 1358	104.82	.000
		White	729	163.67			
SD		Black	631	27.55	1, 1358	6.53	.010
		White	729	29.78			
OI		Black	631	129.67	1, 1358	2.70	.096
		White	729	131.85			
OII		Black	631	136.63	1, 1358	1.13	.288
		White	729	137.87			
OIII		Black	631	147.85	1, 1358	38.78	.000
		White	729	155.54			
OD		Black	631	31.45	1, 1358	1.48	.222
		White	729	30.19			
CatSco		Black	631	48.69	1, 1358	23.41	.000
		White	729	40.60			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 48
Analysis of Variance
Elementary School IAV
by Sex and Race

Score	Group	N	Mean	d.f	F	F Prob.
SI*	White Males	1634	45.59	3, 5389	5.31	.001
	White Females	1668	45.23			
	Black Males	1047	45.95			
	Black Females	1044	45.86			
SII	White Males	1634	48.73	3, 5389	35.47	.000**
	White Females	1668	48.59			
	Black Males	1047	50.75			
	Black Females	1044	51.18			
SIII	White Males	1634	51.94	3, 5389	62.34	.000
	White Females	1668	53.56			
	Black Males	1047	50.85			
	Black Females	1044	52.34			
SD	White Males	1634	9.34	3, 5389	20.04	.000
	White Females	1668	10.35			
	Black Males	1047	9.22			
	Black Females	1044	10.00			
OI	White Males	1634	44.63	3, 5389	10.77	.000
	White Females	1668	45.76			
	Black Males	1047	44.14			
	Black Females	1044	44.90			
OII	White Males	1634	49.53	3, 5389	2.12	.095
	White Females	1668	49.76			
	Black Males	1047	49.27			
	Black Females	1044	50.18			
OIII	White Males	1634	49.92	3, 5389	49.31	.000
	White Females	1668	51.83			
	Black Males	1047	48.10			
	Black Females	1044	49.91			
CD	White Males	1634	8.42	3, 5389	13.21	.000
	White Females	1668	8.52			
	Black Males	1047	9.65			
	Black Females	1044	8.98			
CatSco	White Males	1634	14.34	3, 5389	9.99	.008
	White Females	1668	13.68			
	Black Males	1047	15.75			
	Black Females	1044	14.30			

* S I = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

* p is less than .0005

Table 49
Analysis of Variance
Junior High School IAV
Total Group by Sex and Race

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	White Males	1971	83.49	3, 6538	23.97	.000**
	White Females	1950	82.52			
	Black Males	1252	83.44			
	Black Females	1369	85.94			
SII	White Males	1971	85.91	3, 6538	12.84	.000
	White Females	1950	86.15			
	Black Males	1252	84.70			
	Black Females	1369	87.50			
SIII	White Males	1971	92.10	3, 6538	348.20	.000
	White Females	1950	94.77			
	Black Males	1252	82.89			
	Black Females	1369	86.56			
SD	White Males	1971	16.39	3, 6538	3.70	.011
	White Females	1950	16.64			
	Black Males	1252	17.32			
	Black Females	1369	16.16			
OI	White Males	1971	81.17	3, 6358	28.97	.000
	White Females	1950	83.56			
	Black Males	1252	78.51			
	Black Females	1369	79.33			
OII	White Males	1971	83.63	3, 6538	58.43	.000
	White Females	1950	86.36			
	Black Males	1252	79.18			
	Black Females	1369	81.25			
OIII	White Males	1971	87.43	3, 6358	239.26	.000
	White Females	1950	91.72			
	Black Males	1252	77.21			
	Black Females	1369	80.22			
OD	White Males	1971	16.52	3, 6538	31.01	.000
	White Females	1950	14.91			
	Black Males	1252	18.81			
	Black Females	1369	16.89			
CatSco	White Males	1971	36.33	3, 6358	44.50	.000
	White Females	1950	30.63			
	Black Males	1252	40.42			
	Black Females	1369	41.18			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** p is less than .0005

Table 50
Analysis of Variance
High School IAV
Total Group Divided by Race and Sex

Score	Group	N	Mean	d.f.	F	F Prob.
SI*	White Male	1,891	134.12			
	White Female	1,949	138.80			
	Black Male	853	131.85			
	Black Female	1,074	137.66	3, 5763	33.77	.000*
SII	White Male	1,891	138.49			
	White Female	1,949	140.49			
	Black Male	853	140.86			
	Black Female	1,074	146.45	3, 5763	35.17	.000
SIII	White Male	1,891	155.68			
	White Female	1,949	164.08			
	Black Male	853	144.87			
	Black Female	1,074	152.69	3, 5763	209.31	.000
SD	White Male	1,891	30.72			
	White Female	1,949	30.99			
	Black Male	853	31.96			
	Black Female	1,074	29.03	3, 5763	5.47	.001
OI	White Male	1,891	126.74			
	White Female	1,949	133.01			
	Black Male	853	127.84			
	Black Female	1,074	131.68	3, 5763	25.37	.000
OII	White Male	1,891	133.63			
	White Female	1,949	138.49			
	Black Male	853	133.30			
	Black Female	1,074	138.08	3, 5763	21.28	.000
OIII	White Male	1,891	147.30			
	White Female	1,949	157.43			
	Black Male	853	141.00			
	Black Female	1,074	147.26	3, 5763	113.42	.000
OD	White Male	1,891	32.53			
	White Female	1,949	30.67			
	Black Male	853	34.21			
	Black Female	1,074	30.98	3, 5763	8.28	.000
CatSco	White Male	1,891	43.33			
	White Female	1,949	40.32			
	Black Male	853	46.39			
	Black Female	1,074	48.27	3, 5763	17.07	.000

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, Cat Sco = Category Score; a measure of adjustment.

** p is less than .0005

Table 51
Analysis of Variance
Elementary School IAV
Sex by Race, Two-Way Analysis

Score	N	Source of Variation	d.f.	F	F Prob	Eta	Multiple r
SI*	5526	Main Effects	2	7.45	.001**		
		Sex	1	4.06	.041	.02	
		Race	1	12.26	.001	.05	
		Sex X Race	1	1.80	.176		.06
SII	5526	Main Effects	2	52.30	.001		
		Sex	1	.10	.999	.01	
		Race	1	103.88	.001	.15	
		Sex X Race	1	3.74	.050		.15
SIII	5526	Main Effects	2	69.80	.001		
		Sex	1	100.25	.001	.13	
		Race	1	54.35	.001	.09	
		Sex X Race	1	.23	.999		.17
SD	5526	Main Effects	2	24.19	.001		
		Sex	1	47.34	.001	.10	
		Race	1	3.23	.069	.01	
		Sex X Race	1	1.04	.309		.10
OI	5526	Main Effects	2	10.60	.001		
		Sex	1	15.97	.001	.05	
		Race	1	7.45	.006	.03	
		Sex X Race	1	.47	.999		.07
OII	5526	Main Effects	2	1.34	.261		
		Sex	1	1.95	.159	.02	
		Race	1	.48	.999	.01	
		Sex X Race	1	3.51	.058		.02
OIII	5526	Main Effects	2	55.07	.001		
		Sex	1	61.40	.001	.10	
		Race	1	61.29	.001	.10	
		Sex X Race	1	.06	.999		.15
OD	5526	Main Effects	2	16.39	.001		
		Sex	1	2.92	.083	.02	
		Race	1	31.62	.001	.08	
		Sex X Race	1	4.77	.027		.08
CatSco	5526	Main Effects	2	4.16	.016		
		Sex	1	4.37	.034	.03	
		Race	1	4.89	.026	.03	
		Sex X Race	1	.99	.999		.04

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** The smallest probability this program prints is .001

Table 52
Analysis of Variance
Junior High School IAV
Sex by Race, Two-Way Analysis

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
SI*	6542	Main Effects	2	22.68	.001*		
		Sex	1	18.49	.001	.05	
		Race	1	25.76	.001	.06	
		Sex X Race	1	26.57	.001		.08
SII	6542	Main Effects	2	9.71	.001		
		Sex	1	19.20	.001	.05	
		Race	1	.13	.999	.01	
		Sex X Race	1	19.11	.001		.05
SIII	6542	Main Effects	2	520.78	.001		
		Sex	1	121.36	.001	.12	
		Race	1	936.10	.001	.35	
		Sex X Race	1	3.06	.076		.37
SD	6542	Main Effects	2	1.27	.281		
		Sex	1	1.80	.176	.02	
		Race	1	.80	.999	.01	
		Sex X Race	1	8.57	.004		.02
OI	6542	Main Effects	2	42.05	.001		
		Sex	1	17.07	.001	.05	
		Race	1	68.65	.001	.10	
		Sex X Race	1	2.82	.089		.11
OII	6542	Main Effects	2	87.34	.001		
		Sex	1	38.57	.001	.08	
		Race	1	139.60	.001	.14	
		Sex X Race	1	.64	.999		.16
OIII	6542	Main Effects	2	357.79	.001		
		Sex	1	80.99	.001	.11	
		Race	1	645.36	.001	.30	
		Sex X Race	1	2.23	.131		.31
OD	6542	Main Effects	2	46.35	.001		
		Sex	1	38.78	.001	.08	
		Race	1	56.16	.001	.09	
		Sex X Race	1	.31	.999		.12
CatSco	6542	Main Effects	2	57.37	.001		
		Sex	1	18.20	.001	.05	
		Race	1	98.55	.001	.12	
		Sex X Race	1	18.77	.001		.13

* SI = Self Concept, SII = Self Acceptance, SIII = Self Ideal, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** The smallest probability this program prints out is .001

Table 53
Analysis of Variance
High School IAV
Sex by Race, Two-Way Analysis

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
SI*	5767	Main Effects	2	50.14	.001*		
		Sex	1	93.79	.001	.13	
		Race	1	9.00	.003	.04	
		Sex X Race	1	1.03	.311		.13
SII	5767	Main Effects	2	47.89	.001		
		Sex	1	34.78	.001	.08	
		Race	1	56.61	.001	.10	
		Sex X Race	1	9.74	.002		.13
SIII	5767	Main Effects	2	313.84	.001		
		Sex	1	248.68	.001	.20	
		Race	1	407.55	.001	.25	
		Sex X Race	1	.28	.999		.31
SD	5767	Main Effects	2	2.29	.099		
		Sex	1	3.25	.068	.02	
		Race	1	1.13	.287	.01	
		Sex X Race	1	11.83	.001		.03
OI	5767	Main Effects	2	36.45	.001		
		Sex	1	72.89	.001	.11	
		Race	1	.10	.999	.00	
		Sex X Race	1	3.20	.070		.11
OII	5767	Main Effects	2	31.92	.001		
		Sex	1	63.79	.001	.10	
		Race	1	.35	.999	.01	
		Sex X Race	1	.00	.999		.11
OIII	5767	Main Effects	2	166.06	.001		
		Sex	1	192.82	.001	.18	
		Race	1	154.81	.001	.16	
		Sex X Race	1	8.14	.004		.23
OD	5767	Main Effects	2	11.61	.001		
		Sex	1	20.84	.001	.06	
		Race	1	3.09	.075	.02	
		Sex X Race	1	1.06	.203		.06
CatSco	5767	Main Effects	2	21.80	.001		
		Sex	1	2.79	.091	.02	
		Race	1	41.72	.001	.08	
		Sex X Race	1	7.61	.006		.09

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** A p of .001 is the smallest p printed for this SPSS program.

Table 54
Analysis of Variance
Elementary School IAV
by Race and Sex for Each Grade

Score	Group	N	Mean	d.f.	F	F Prob.
<u>Grade 3:</u>						
SI*	White Male	510	46.65			
	White Female	562	46.27			
	Black Male	359	46.30			
	Black Female	284	46.73	3, 1711	3.86	.009
SII	White Male	510	49.76			
	White Female	562	49.89			
	Black Male	359	51.58			
	Black Female	284	51.51	3, 1711	7.62	.000**
SIII	White Male	510	52.60			
	White Female	562	53.54			
	Black Male	359	51.47			
	Black Female	284	52.10	3, 1711	20.01	.000
SD	White Male	510	8.88			
	White Female	562	9.54			
	Black Male	359	8.25			
	Black Female	284	8.80	3, 1711	6.39	.000
OI	White Male	510	45.04			
	White Female	562	44.89			
	Black Male	359	44.40			
	Black Female	284	45.87	3, 1711	1.46	.222
OII	White Male	510	50.09			
	White Female	562	48.76			
	Black Male	359	49.01			
	Black Female	284	50.70	3, 1711	3.27	.020
OIII	White Male	510	49.87			
	White Female	562	50.40			
	Black Male	359	47.30			
	Black Female	284	50.01	3, 1711	8.77	.000
OD	White Male	510	8.10			
	White Female	562	8.21			
	Black Male	359	8.47			
	Black Female	284	8.88	3, 1711	1.44	.227
CatSco	White Male	510	13.77			
	White Female	562	16.07			
	Black Male	359	16.62			
	Black Female	284	14.24	3, 1711	2.84	.036
<u>Grade 4:</u>						
SI	White Male	519	45.58			
	White Female	567	45.22			
	Black Male	325	45.10			
	Black Female	343	45.82	3, 1750	1.12	.341

Table 54, Continued

Analysis of Variance, Elementary School IAV by Race and Sex for Each Grade, Continued

Score	Group	N	Mean	d.f.	F	F Prob.
Grade 4, Continued:						
SII	White Male	519	48.58			
	White Female	567	48.33			
	Black Male	325	49.58			
	Black Female	343	51.21	3, 1750	8.71	.000
SIII	White Male	519	51.69			
	White Female	567	53.56			
	Black Male	325	49.36			
	Black Female	343	52.05	3, 1750	30.29	.000
SD	White Male	519	9.23			
	White Female	567	10.51			
	Black Male	325	9.03			
	Black Female	343	10.27	3, 1750	10.44	.000
OI	White Male	519	45.17			
	White Female	567	45.99			
	Black Male	325	44.30			
	Black Female	343	46.12	3, 1750	4.41	.004
OII	White Male	519	49.79			
	White Female	567	49.98			
	Black Male	325	49.15			
	Black Female	343	51.57	3, 1750	5.17	.002
OIII	White Male	519	50.24			
	White Female	567	51.82			
	Black Male	325	47.87			
	Black Female	343	51.03	3, 1750	19.12	.000
OD	White Male	519	8.02			
	White Female	567	8.28			
	Black Male	325	9.74			
	Black Female	343	8.62	3, 1750	6.42	.000
CatSco	White Male	519	14.47			
	White Female	567	13.90			
	Black Male	325	14.54			
	Black Female	343	11.40	3, 1750	3.91	.009
Grade 5:						
SI	White Male	605	44.71			
	White Female	596	44.59			
	Black Male	363	45.36			
	Black Female	360	44.78	3, 1920	2.21	.083
SII	White Male	605	48.00			
	White Female	596	48.06			
	Black Male	363	50.98			
	Black Female	360	50.58	3, 1920	18.27	.000

Table 54, Concluded
 Analysis of Variance, Elementary School IAV by Race and Sex for Each Grade, Concluded

Score	Group	N	Mean	d.f.	F	F Prob.
Grade 5, Continued:						
SIII	White Male	605	51.61			
	White Female	596	53.45			
	Black Male	363	51.58			
	Black Female	360	52.83	3, 1920	19.96	.000
SD	White Male	605	9.82			
	White Female	596	10.67			
	Black Male	363	10.34			
	Black Female	360	11.16	3, 1920	8.17	.000
OI	White Male	605	43.83			
	White Female	596	45.39			
	Black Male	363	43.74			
	Black Female	360	44.42	3, 1920	7.45	.000
OII	White Male	605	48.83			
	White Female	596	49.57			
	Black Male	363	49.63			
	Black Female	360	50.05	3, 1920	2.10	.096
OIII	White Male	605	49.68			
	White Female	596	51.82			
	Black Male	363	49.09			
	Black Female	360	50.74	3, 1920	16.59	.000
OD	White Male	605	9.05			
	White Female	596	8.79			
	Black Male	363	10.72			
	Black Female	360	9.89	3, 1929	14.42	.000
CatSco	White Male	605	14.71			
	White Female	596	12.68			
	Black Male	363	15.95			
	Black Female	360	14.78	3, 1920	4.42	.004

*SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,

OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Self Ideal,

OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** p is less than .0005

Table 55
Analysis of Variance
Junior High School IAV
Sex and Race by Grade

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 6	SI	White Male	566	83.24	1, 2062	9.91	.000
		White Female	624	82.81			
		Black Male	428	82.33			
		Black Female	448	85.64			
	SII	White Male	566	85.52	1, 2062	9.65	.000
		White Female	624	86.58			
		Black Male	428	82.81			
		Black Female	448	86.33			
	SIII	White Male	566	90.99	1, 2062	160.35	.000
		White Female	624	94.10			
		Black Male	428	80.02			
		Black Female	448	83.71			
	SD	White Male	566	16.28	1, 2062	3.84	.009
		White Female	624	17.18			
		Black Male	428	18.43			
		Black Female	448	17.44			
	OI	White Male	566	81.72	1, 2062	7.65	.000
		White Female	624	82.93			
		Black Male	428	78.97			
		Black Female	448	81.75			
	OII	White Male	566	84.79	1, 2062	27.35	.000
		White Female	624	86.51			
		Black Male	428	79.33			
		Black Female	448	82.59			
	OIII	White Male	566	88.12	1, 2062	113.27	.000
		White Female	624	91.14			
		Black Male	428	76.56			
		Black Female	448	79.95			
	OD	White Male	566	16.12	1, 2062	12.93	.000
		White Female	624	15.74			
		Black Male	428	19.45			
		Black Female	448	18.68			
	CatSco	White Male	566	33.92	1, 2062	6.69	.000
		White Female	624	31.07			
		Black Male	428	37.19			
		Black Female	448	37.85			
Grade 7	SI	White Male	664	83.63	1, 2114	9.53	.000
		White Female	598	83.53			
		Black Male	428	84.65			
		Black Female	428	86.32			
	SII	White Male	664	85.64	1, 2114	4.88	.002
		White Female	598	85.67			
		Black Male	428	85.90			
		Black Female	428	88.15			

Analysis of Variance, Junior High School IAV, Sex and Race by Grade, Continued

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 7, Continued	SIII	White Male	664	92.57	1, 2114	85.37	.000
		White Female	598	94.53			
		Black Male	428	84.28			
		Black Female	428	87.86			
	SD	White Male	664	16.33	1, 2114	2.05	.103
		White Female	598	16.61			
		Black Male	428	16.95			
		Black Female	428	15.43			
	OI	White Male	664	80.89	1, 2114	10.44	.000
		White Female	598	83.17			
		Black Male	428	78.64			
		Black Female	428	77.15			
	OII	White Male	664	82.40	1, 2114	15.03	.000
		White Female	598	85.67			
		Black Male	428	78.60			
		Black Female	428	79.59			
	OIII	White Male	664	86.02	1, 2114	57.60	.000
		White Female	598	91.39			
		Black Male	428	77.09			
		Black Female	428	79.03			
	OD	White Male	664	16.27	1, 2114	8.62	.000
		White Female	598	14.83			
		Black Male	428	18.49			
		Black Female	428	15.91			
	CatSco	White Male	664	38.18	1, 2114	17.95	.000
		White Female	598	31.29			
		Black Male	428	43.31			
		Black Female	428	43.72			
Grade 8	SI	White Male	696	83.74	3, 2040	4.35	.005
		White Female	672	83.91			
		Black Male	309	83.00			
		Black Female	367	85.41			
	SII	White Male	696	86.54	3, 2040	4.10	.007
		White Female	672	85.85			
		Black Male	309	85.27			
		Black Female	367	87.87			
	SIII	White Male	696	92.75	3, 2040	93.90	.000
		White Female	672	95.65			
		Black Male	309	85.14			
		Black Female	367	88.53			

Analysis of Variance, Junior High School IAV, Sex and Race by Grade, Concluded

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 8, Continued:							
SD		White Male	696	92.75	3, 2040	93.90	.000
		White Female	672	95.65			
		Black Male	309	85.14			
		Black Female	367	88.53			
OI		White Male	696	81.02	3, 2040	7.32	.000
		White Female	672	83.89			
		Black Male	309	80.39			
		Black Female	367	82.02			
OI _I		White Male	696	83.94	3, 2040	9.09	.000
		White Female	672	86.59			
		Black Male	309	82.40			
		Black Female	367	84.57			
OIII		White Male	696	88.17	3, 2040	52.95	.000
		White Female	672	92.54			
		Black Male	309	81.61			
		Black Female	367	85.77			
OD		White Male	696	16.94	3, 2040	11.07	.000
		White Female	672	14.41			
		Black Male	309	17.98			
		Black Female	367	16.80			
CatSco		White Male	696	36.44	3, 2040	11.50	.000
		White Female	672	29.40			
		Black Male	309	36.31			
		Black Female	367	38.07			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** p is less than .0005

Table 56
Analysis of Variance
High School IAV
Sex and Race by Grade

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 9, SI*		White Male	568	133.42	3, 1631	7.08	.000
		White Female	498	135.88			
		Black Male	265	129.00			
		Black Female	304	133.36			
	SII	White Male	568	139.12	1, 1631	4.44	.004
		White Female	498	141.42			
		Black Male	265	136.98			
		Black Female	304	142.60			
	SIII	White Male	568	154.92	3, 1631	74.08	.000
		White Female	498	161.93			
		Black Male	265	140.48			
		Black Female	304	147.31			
	SD	White Male	568	31.86	3, 1631	5.74	.001
		White Female	498	32.60			
		Black Male	265	36.60			
		Black Female	304	31.21			
	OI	White Male	568	128.14	3, 1631	12.07	.000
		White Female	498	134.13			
		Black Male	265	125.52			
		Black Female	304	126.77			
	OII	White Male	568	134.95	3, 1631	12.53	.000
		White Female	498	139.68			
		Black Male	265	130.09			
		Black Female	304	133.62			
	OIII	White Male	568	148.41	3, 1631	63.47	.000
		White Female	498	157.52			
		Black Male	265	136.00			
		Black Female	304	139.87			
	OD	White Male	568	33.63	3, 1631	2.66	.046
		White Female	498	32.34			
		Black Male	265	36.37			
		Black Female	304	34.59			
Grade 10, SI	CatSco	White Male	568	42.35	3, 1631	6.31	.000
		White Female	498	40.49			
		Black Male	265	44.51			
		Black Female	304	49.93			
		White Male	447	134.02	3, 1531	15.47	.000
		White Female	570	139.14			
		Black Male	224	129.37			
		Black Female	294	138.48			
	SII	White Male	447	139.20	3, 1531	7.20	.000
		White Female	570	140.58			
		Black Male	224	140.66			
		Black Female	294	146.13			

Table 56, Continued
Analysis of Variance, High School IAV, Sex and Race by Grade, Continued

Page 2 :

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 10, Continued:							
	SIII	White Male	447	155.37			
		White Female	570	163.99			
		Black Male	224	144.24			
		Black Female	294	151.98	3, 1531	59.47	.000
	SD	White Male	447	30.75			
		White Female	570	31.36			
		Black Male	224	32.20			
		Black Female	294	28.87	3, 1531	1.98	.113
	OI	White Male	447	128.33			
		White Female	570	132.28			
		Black Male	224	127.81			
		Black Female	294	131.31	3, 1531	3.00	.029
	OII	White Male	447	134.31			
		White Female	570	139.02			
		Black Male	224	132.33			
		Black Female	294	136.37	3, 1531	5.48	.001
	OIII	White Male	447	148.48			
		White Female	570	156.51			
		Black Male	224	140.38			
		Black Female	294	145.63	3, 1531	29.10	.000
	OD	White Male	447	33.99			
		White Female	570	30.37			
		Black Male	224	34.77			
		Black Female	294	30.35	3, 1531	5.06	.002
	CatSco	White Male	447	42.29			
		White Female	570	40.56			
		Black Male	224	46.70			
		Black Female	294	49.45	3, 1531	5.92	.001
Grade 11, SI		White Male	538	133.02			
		White Female	490	139.71			
		Black Male	201	135.79			
		Black Female	262	137.77	3, 1487	10.14	.000
	SII	White Male	538	136.58			
		White Female	490	138.99			
		Black Male	201	144.34			
		Black Female	262	148.56	3, 1487	24.34	.000
	SIII	White Male	538	153.69			
		White Female	490	164.54			
		Black Male	201	148.62			
		Black Female	262	156.17	3, 1487	41.83	.000
	SD	White Male	538	29.89			
		White Female	490	30.11			
		Black Male	201	28.09			
		Black Female	262	29.26	3, 1487	.87	.461

Table 56, Continued
Analysis of Variance, High School IAV, Sex and Race by Grade, Continued Page 3

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 11, Continued:							
OI		White Male	538	121.04	3, 1487	27.11	.000
		White Female	490	133.30			
		Black Male	201	131.74			
		Black Female	262	134.04			
OII		White Male	538	129.35	3, 1487	21.31	.000
		White Female	490	136.79			
		Black Male	201	137.58			
		Black Female	262	142.65			
OIII		White Male	538	142.10	3, 1487	34.47	.000
		White Female	490	157.58			
		Black Male	201	145.15			
		Black Female	262	152.20			
OD		White Male	538	31.87	3, 1487	2.03	.106
		White Female	490	29.43			
		Black Male	201	32.17			
		Black Female	262	29.60			
CatSco		White Male	538	46.35	3, 1487	3.81	.010
		White Female	490	40.29			
		Black Male	201	47.26			
		Black Female	262	45.03			
Grade 12, SI		White Male	338	137.17	3, 1102	7.43	.000
		White Female	391	140.90			
		Black Male	163	135.01			
		Black Female	214	142.50			
SII		White Male	338	139.54	3, 1102	13.03	.000
		White Female	391	141.07			
		Black Male	163	143.15			
		Black Female	214	149.76			
SIII		White Male	338	160.54	3, 1102	45.17	.000
		White Female	391	166.38			
		Black Male	163	148.25			
		Black Female	214	157.05			
SD		White Male	338	30.09	3, 1102	3.63	.013
		White Female	391	29.52			
		Black Male	163	28.85			
		Black Female	214	25.87			
OI		White Male	338	131.35	3, 1102	4.90	.002
		White Female	391	132.28			
		Black Male	163	126.85			
		Black Female	214	136.26			
OII		White Male	338	137.35	3, 1102	3.06	.027
		White Female	391	138.32			
		Black Male	163	134.55			
		Black Female	214	141.17			

Table 56, Concluded
Analysis of Variance, High School IAV, Sex and Race by Grade, Concluded Page 4

Grade	Score	Group	N	Mean	d.f.	F	F Prob.
Grade 12, Continued:							
	OIII	White Male	338	152.15	3, 1102	15.41	.000
		White Female	391	158.47			
		Black Male	163	144.83			
		Black Female	214	153.97			
	OD	White Male	338	29.80	2, 1102	1.66	.172
		White Female	391	30.53			
		Black Male	163	32.58			
		Black Female	214	28.43			
	CatSco	White Male	338	41.54	3, 1102	5.16	.002
		White Female	391	39.80			
		Black Male	163	47.96			
		Black Female	214	48.24			

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** p is less than .0005

Table 57
Analysis of Variance
Elementary School IAV
Sex by Race for Each Grade

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
<u>Grade 3:</u>							
SI*	1754	Main Effects	2	5.71	.004		
		Sex	1	4.33	.036	.06	
		Race	1	6.20	.012	.06	
		Sex X Race	1	.18	.999		.08
SII	1754	Main Effects	2	11.40	.001**		
		Sex	1	.03	.999	.00	
		Race	1	22.75	.001	.11	
		Sex X Race	1	.08	.999		.12
SIII	1754	Main Effects	2	29.73	.001		
		Sex	1	16.84	.001	.11	
		Race	1	38.19	.001	.16	
		Sex X Race	1	.55	.999		.18
SD	1754	Main Effects	2	9.56	.001		
		Sex	1	8.16	.004	.07	
		Race	1	9.43	.002	.08	
		Sex X Race	1	.06	.999		.11
OI	1754	Main Effects	2	.57	.999		
		Sex	1	1.10	.294	.02	
		Race	1	.08	.999	.00	
		Sex X Race	1	3.24	.068		.03
OII	1754	Main Effects	2	.35	.999		
		Sex	1	.17	.999	.01	
		Race	1	.47	.999	.02	
		Sex X Race	1	9.13	.003		.02
OIII	1754	Main Effects	2	10.48	.001		
		Sex	1	8.64	.003	.08	
		Race	1	10.66	.001	.08	
		Sex X Race	1	5.34	.020		.11
OD	1754	Main Effects	2	2.02	.130		
		Sex	1	.71	.999	.02	
		Race	1	3.56	.056	.04	
		Sex X Race	1	.28	.999		.05
CatSco	1754	Main Effects	2	.48	.999		
		Sex	1	.46	.999	.02	
		Race	1	.57	.999	.02	
		Sex X Race	1	7.56	.006		.02
<u>Grade 4:</u>							
SI	1804	Main Effects	2	.05	.999		
		Sex	1	.03	.999	.00	
		Race	1	.07	.999	.00	
		Sex X Race	1	3.25	.068		.01

Table 57, Continued

Analysis of Variance, Elementary School IAV, Sex by Race for Each Grade, Continued

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
<u>Grade 4, Continued:</u>							
SII	1804	Main Effects	2	10.75	.001		
		Sex	1	1.19	.275	.02	
		Race	1	20.40	.001	.11	
		Sex X Race	1	4.61	.030		.11
SIII	1804	Main Effects	2	44.49	.001		
		Sex	1	51.27	.001	.17	
		Race	1	36.97	.001	.14	
		Sex X Race	1	1.71	.188		.22
SD	1804	Main Effects	2	15.66	.001		
		Sex	1	30.43	.001	.13	
		Race	1	.81	.999	.02	
		Sex X Race	1	.01	.999		.13
OI	1804	Main Effects	2	5.75	.003		
		Sex	1	10.61	.001	.08	
		Race	1	.85	.999	.02	
		Sex X Race	1	1.73	.186		.08
OII	1804	Main Effects	2	4.10	.017		
		Sex	1	6.71	.009	.06	
		Race	1	1.54	.212	.03	
		Sex X Race	1	7.32	.007		.07
OIII	1804	Main Effects	2	26.49	.001		
		Sex	1	35.55	.001	.14	
		Race	1	17.02	.001	.10	
		Sex X Race	1	4.39	.034		.17
OD	1804	Main Effects	2	6.72	.001		
		Sex	1	.93	.999	.02	
		Race	1	12.45	.001	.08	
		Sex X Race	1	5.82	.015		.09
CatSco	1804	Main Effects	2	4.18	.015		
		Sex	1	5.22	.021	.05	
		Race	1	3.21	.070	.04	
		Sex X Race	1	3.37	.063		.07
<u>Grade 5:</u>							
SI	1968	Main Effects	2	2.78	.061		
		Sex	1	1.85	.171	.03	
		Race	1	3.72	.051	.04	
		Sex X Race	1	1.08	.300		.05
SII	1968	Main Effects	2	27.22	.001		
		Sex	1	.10	.999	.01	
		Race	1	54.34	.001	.17	
		Sex X Race	1	.38	.999		.17
SIII	1968	Main Effects	2	29.04	.001		
		Sex	1	56.04	.001	.17	
		Race	1	2.07	.146	.03	
		Sex X Race	1	1.80	.177		.17

Table 57, Concluded

Page 3

Analysis of Variance, Elementary School IAV, Sex by Race for Each Grade, Concluded

Score	N	Source of Variation	d.f.	F	F Prob.	Eta.	Multiple r
Grade 5, Continued:							
SD	1968	Main Effects	2	12.25	.001		
		Sex	1	18.20	.001	.10	
		Race	1	6.26	.012	.06	
		Sex X Race	1	.00	.999		.11
OI	1968	Main Effects	2	10.13	.001		
		Sex	1	17.26	.001	.09	
		Race	1	3.02	.079	.04	
		Sex X Race	1	2.10	.143		.10
OII	1968	Main Effects	2	3.06	.046		
		Sex	1	3.05	.077	.04	
		Race	1	3.05	.077	.04	
		Sex X Race	1	.20	.999		.06
OIII	1968	Main Effects	2	24.57	.001		
		Sex	1	41.98	.001	.15	
		Race	1	7.21	.007	.06	
		Sex X Race	1	.63	.999		.16
OD	1968	Main Effects	2	20.84	.001		
		Sex	1	4.58	.031	.05	
		Race	1	37.15	.001	.14	
		Sex X Race	1	1.57	.207		.15
CatSco		Main Effects	2	6.44	.002		
		Sex	1	6.77	.009	.06	
		Race	1	6.12	.013	.06	
		Sex X Race	1	.39	.999		.08

*SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, Cat Sco = Category Score; a measure of adjustment.

* The smallest p level printed out by the program is .001

Table 58
Analysis of Variance
Junior High School IAV
Sex by Race for Each Grade

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
<u>Grade 6:</u>							
SI*	2,066	Main Effects	2	6.06	.003		
		Sex	1	6.96	.008	.06	
		Race	1	5.31	.020	.05	
		Sex X Race	1	17.60	.001**		.08
SII	2,066	Main Effects	2	11.83	.001		
		Sex	1	16.05	.001	.09	
		Race	1	7.32	.007	.06	
		Sex X Race	1	5.29	.020		.11
SIII	2,066	Main Effects	2	240.37	.001		
		Sex	1	43.82	.001	.13	
		Race	1	433.31	.001	.41	
		Sex X Race	1	.33	.999		.44
SD	2,066	Main Effects	2	3.50	.030		
		Sex	1	.05	.999	.00	
		Race	1	6.97	.008	.06	
		Sex X Race	1	4.52	.032		.06
OI	2,066	Main Effects	2	10.59	.001		
		Sex	1	10.24	.002	.07	
		Race	1	10.68	.001	.07	
		Sex X Race	1	1.77	.180		.10
OII	2,066	Main Effects	2	40.17	.001		
		Sex	1	16.69	.001	.09	
		Race	1	62.82	.001	.17	
		Sex X Race	1	1.71	.188		.19
OIII	2,066	Main Effects	2	169.86	.001		
		Sex	1	24.95	.001	.10	
		Race	1	312.45	.001	.36	
		Sex X Race	1	.08	.999		.38
OD	2,066	Main Effects	2	19.33	.001		
		Sex	1	1.16	.281	.02	
		Race	1	37.32	.001	.13	
		Sex X Race	1	.14	.999		.14
CatSco	2,066	Main Effects	2	9.05	.001		
		Sex	1	1.22	.268	.02	
		Race	1	16.75	.001	.09	
		Sex X Race	1	1.99	.155		.09
<u>Grade 7:</u>							
SI	2,118	Main Effects	2	11.96	.001		
		Sex	1	2.35	.121	.03	
		Race	1	21.19	.001	.10	
		Sex X Race	1	4.68	.029		.11

Analysis of Variance, Junior High School IAV, Sex by Race for Each Grade, Continued

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
<u>Grade 7, Continued:</u>							
SII	2,118	Main Effects	2	5.06	.007		
		Sex	1	3.2	.068	.04	
		Race	1	6.62	.010	.06	
		Sex X Race	1	4.54	.031		.07
SIII	2,118	Main Effects	2	126.73	.001		
		Sex	1	28.78	.001	.11	
		Race	1	228.68	.001	.31	
		Sex X Race	1	2.67	.098		.33
SD	2,118	Main Effects	2	.85	.999		
		Sex	1	1.26	.261	.02	
		Race	1	.41	.999	.01	
		Sex X Race	1	4.45	.033		.03
OI	2,118	Main Effects	2	12.98	.001		
		Sex	1	.90	.999	.02	
		Race	1	25.30	.001	.11	
		Sex X Race	1	5.35	.020		.11
OII	2,118	Main Effects	2	21.59	.001		
		Sex	1	8.45	.004	.06	
		Race	1	35.58	.001	.13	
		Sex X Race	1	1.92	.16		.14
OIII	2,118	Main Effects	2	84.44	.001		
		Sex	1	21.94	.001	.10	
		Race	1	149.76	.001	.26	
		Sex X Race	1	3.94	.045		.27
OD	2,118	Main Effects	2	12.31	.001		
		Sex	1	14.59	.001	.08	
		Race	1	10.67	.001	.07	
		Sex X Race	1	1.23	.266		.11
CatSco	2,118	Main Effects	2	23.47	.001		
		Sex	1	8.36	.004	.06	
		Race	1	39.48	.001	.13	
		Sex X Race	1	6.92	.008		.15
<u>Grade 8:</u>							
SI	2044	Main Effects	2	3.34	.042		
		Sex	1	5.04	.024	.05	
		Race	1	1.01	.317	.02	
		Sex X Race	1	6.79	.009		.06
SII	2,118	Main Effects	2	.81	.999		
		Sex	1	.69	.999	.02	
		Race	1	.84	.999	.02	
		Sex X Race	1	10.68	.001		.03
SIII	2,044	Main Effects	2	140.71	.001		
		Sex	1	47.55	.001	.13	
		Race	1	243.68	.001	.32	
		Sex X Race	1	.26	.999		.35

Analysis of Variance, Junior High School IAV, Sex by Race for Each Grade, Concluded

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
Grade 8, Continued:							
SD	2,044	Main Effects	2	1.21	.298		
		Sex	1	.19	.999	.01	
		Race	1	2.16	.137	.03	
		Sex X Race	1	.38	.999		.03
OI	2,044	Main Effects	2	10.49	.001		
		Sex	1	17.57	.001	.09	
		Race	1	4.19	.038	.04	
		Sex X Race	1	.99	.999		.10
OII	2,044	Main Effects	2	13.55	.001		
		Sex	1	19.44	.001	.09	
		Race	1	8.88	.003	.06	
		Sex X Race	1	.16	.999		.12
OIII	2,044	Main Effects	2	79.41	.001		
		Sex	1	52.97	.001	.14	
		Race	1	113.00	.001	.22	
		Sex X Race	1	.03	.999		.27
OD	2,044	Main Effects	2	15.68	.001		
		Sex	1	20.26	.001	.10	
		Race	1	12.57	.001	.07	
		Sex X Race	1	1.85	.170		.12
CatSco	2,044	Main Effects	2	11.38	.001		
		Sex	1	11.67	.001	.07	
		Race	1	12.19	.001	.07	
		Sex X Race	1	11.62	.001		.11

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment

** The smallest probability this program prints is .001

Table 59
Analysis of Variance
High School IAV
Sex by Race for Each Grade
Two-Way Analysis

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
<u>Grade 9:</u>							
SI*	1635	Main Effects	2	10.20	.001**		
		Sex	1	10.31	.002	.08	
		Race	1	11.39	.001	.08	
		Sex X Race	1	.86	.999		.11
SII	1635	Main Effects	2	5.52	.004		
		Sex	1	11.00	.001	.08	
		Race	1	.17	.999	.01	
		Sex X Race	1	2.29	.126	.08	
SIII	1635	Main Effects	2	111.12	.001		
		Sex	1	46.93	.001	.16	
		Race	1	186.37	.001	.32	
		Sex X Race	1	.01	.999		.35
SD	1635	Main Effects	2	2.78	.061		
		Sex	1	2.67	.098	.04	
		Race	1	3.24	.069	.04	
		Sex X Race	1	11.68	.001		.06
OI	1635	Main Effects	2	16.04	.001		
		Sex	1	15.33	.001	.10	
		Race	1	18.78	.001	.11	
		Sex by Race	1	4.15	.039		.14
OII	1635	Main Effects	2	18.65	.001		
		Sex	1	16.08	.001	.10	
		Race	1	23.56	.001	.12	
		Sex X Race	1	.29	.999		.15
OIII	1635	Main Effects	2	92.86	.001		
		Sex	1	39.81	.001	.15	
		Race	1	155.21	.001	.29	
		Sex X Race	1	4.69	.029		.32
OD	1635	Main Effects	2	3.97	.019		
		Sex	1	2.29	.126	.04	
		Race	1	6.10	.013	.06	
		Sex X Race	1	.04	.999		.07
CatSco	1635	Main Effects	2	6.91	.001		
		Sex	1	.19	.999	.01	
		Race	1	13.36	.001	.09	
		Sex X Race	1	5.13	.022		.09
<u>Grade 10:</u>							
SI	1535	Main Effects	2	21.56	.001		
		Sex	1	38.49	.001	.16	
		Race	1	4.81	.027	.06	
		Sex X Race	1	3.29	.066		.17
SII	1535	Main Effects	2	9.14	.001		
		Sex	1	6.72	.009	.07	
		Race	1	11.45	.001	.09	
		Sex X Race	1	3.31	.063		.11

Table 59, Continued

Page 2

Analysis of Variance, High School IAV, Sex by Race for Each Grade, Two-Way Analysis, Continued

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
Grade 10, Continued:							
SIII	1535	Main Effects	2	89.13	.001		
		Sex	1	64.66	.001	.19	
		Race	1	114.75	.001	.26	
		Sex X Race	1	.16	.999		.32
SD	1535	Main Effects	2	.70	.999		
		Sex	1	.68	.999	.02	
		Race	1	.72	.999	.02	
		Sex X Race	1	4.54	.031		.03
OI	1535	Main Effects	2	4.49	.011		
		Sex	1	8.68	.003	.08	
		Race	1	.33	.999	.01	
		Sex X Race	1	.03	.999		.08
OII	1535	Main Effects	2	8.19	.001		
		Sex	1	13.17	.001	.09	
		Race	1	3.30	.066	.05	
		Sex X Race	1	.07	.999		.10
OIII	1535	Main Effects	2	43.09	.001		
		Sex	1	32.25	.001	.14	
		Race	1	54.49	.001	.18	
		Sex X Race	1	1.11	.293	.23	
OD	1535	Main Effects	2	7.51	.001		
		Sex	1	14.95	.001	.10	
		Race	1	.10	.999	.01	
		Sex X Race	1	.14	.999		.10
CatSco	1535	Main Effects	2	8.05	.001		
		Sex	1	.02	.999	.00	
		Race	1	16.09	.001	.10	
		Sex X Race	1	1.65	.196		.10
Grade 11:							
SI	1491	Main Effects	2	13.01	.001		
		Sex	1	25.62	.001	.13	
		Race	1	.04	.999	.01	
		Sex X Race	1	4.41	.034		.13
SII	1491	Main Effects	2	36.19	.001		
		Sex	1	8.10	.001	.07	
		Race	1	60.13	.001	.20	
		Sex X Race	1	.64	.999	.22	
SIII	1491	Main Effects	2	61.63	.001		
		Sex	1	93.55	.001	.24	
		Race	1	38.81	.001	.16	
		Sex X Race	1	2.23	.131		.28
SD	1491	Main Effects	2	1.16	.314		
		Sex	1	.38	.999	.02	
		Race	1	2.07	.146	.04	
		Sex X Race	1	.28	.999		.04

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
Grade 11, Continued:							
OI	1491	Main Effects	2	34.47	.001		
		Sex	1	49.74	.001	.18	
		Race	1	14.33	.001	.10	
		Sex X Race	1	12.39	.001		.21
OII	1491	Main Effects	2	31.57	.001		
		Sex	1	30.19	.001	.14	
		Race	1	27.73	.001	.13	
		Sex X Race	1	.81	.999		.20
OIII	1491	Main Effects	2	47.40	.001		
		Sex	1	94.74	.001	.24	
		Race	1	1.09	.298	.03	
		Sex X Race	1	8.63	.004		.24
OD	1491	Main Effects	2	3.04	.047		
		Sex	1	6.09	.013	.06	
		Race	1	.05	.999	.01	
		Sex X Race	1	.00	.999		.06
CatSco	1491	Main Effects	2	5.17	.006		
		Sex	1	8.39	.004	.08	
		Race	1	2.65	.099	.04	
		Sex X Race	1	1.10	.295		.08
Grade 12:							
SI	1106	Main Effects	2	9.89	.001		
		Sex	1	19.77	.001	.13	
		Race	1	.00	.999	.00	
		Sex X Race	1	2.50	.109		.13
SII	1106	Main Effects	2	17.49	.001		
		Sex	1	7.45	.006	.08	
		Race	1	26.66	.001	.15	
		Sex X Race	1	4.10	.041		.18
SIII	1106	Main Effects	2	66.85	.001		
		Sex	1	43.00	.001	.19	
		Race	1	94.38	.001	.28	
		Sex X Race	1	1.81	.176		.33
SD	1106	Main Effects	2	4.70	.009		
		Sex	1	2.21	.133	.04	
		Race	1	6.96	.008	.08	
		Sex X Race	1	1.49	.221		.09
OI	1106	Main Effects	2	3.48	.030		
		Sex	1	6.91	.009	.08	
		Race	1	.02	.999	.00	
		Sex X Race	1	7.73	.006		.08
OII	1106	Main Effects	2	2.48	.082		
		Sex	1	4.86	.026	.07	
		Race	1	.06	.999	.01	
		Sex X Race	1	4.21	.038		.07

Analysis of Variance, High School IAV, Sex by Race for Each Grade, Two-Way Analysis, Concluded

Score	N	Source of Variation	d.f.	F	F Prob.	Eta	Multiple r
<u>Grade 12, Concluded:</u>							
OIII	1106	Main Effects	2	22.62	.001		
		Sex	1	29.69	.001	.16	
		Race	1	16.85	.001	.12	
		Sex X Race	1	1.00	.999		.20
OD	1106	Main Effects	2	.34	.999		
		Sex	1	.68	.999	.02	
		Race	1	.00	.999	.00	
		Sex X Race	1	4.30	.036		.03
CatSco	1106	Main Effects	2	7.61	.001		
		Sex	1	.32	.999	.02	
		Race	1	15.01	.001	.12	
		Sex X Race	1	.27	.999		.12

* SI = Self Concept, SII = Self Acceptance, SIII = Ideal Self, SD = Self Discrepancy,
 OI = Others Self Concept, OII = Others Self Acceptance, OIII = Others Ideal Self,
 OD = Others Self Discrepancy, CatSco = Category Score; a measure of adjustment.

** A p of .001 is the smallest probability this SPSS program prints.

Table 60
Self-Ideal Discrepancy and Category Distribution
Elementary School Index of Adjustment and Values

Group	N	Self-Ideal Discrepancy						IAV Category											
		NSID*		PSID		Chi-Square	p	CF**	++		- +		+ -		- -		Chi-Square	p	CF
		f	%	f	%				f	%	f	%	f	%	f	%			
Grade 3	2145	172	8.0	1973	92.0				798	37.2	550	25.6	557	26.0	240	11.2			
Grade 4	2419	197	8.1	2222	91.9				843	34.8	728	30.1	569	23.5	279	11.5			
Grade 5	2496	123	4.9	2372	95.0	26.09	.0000	.06	782	31.3	798	32.0	599	24.0	316	12.7	35.14	.0000	.07
Gr 3, Female	1024	70	6.8	954	93.2				362	35.4	258	25.2	273	26.7	131	12.8			
Gr 3, Male	1022	92	9.0	930	91.0	2.67	.1021	.04	392	38.4	268	26.2	261	25.5	101	9.9	5.40	.1450	.05
Gr 4, Female	1207	70	5.8	1137	94.2				430	35.6	386	32.0	253	21.0	138	11.4			
Gr 4, Male	1109	120	10.8	989	89.2	17.17	.0000	.09	369	33.3	328	29.6	279	25.2	133	12.0	6.43	.0924	.05
Gr 5, Female	1196	34	2.8	1162	97.2				381	31.9	410	34.3	265	22.2	140	11.7			
Gr 5, Male	1200	87	7.2	1113	92.7	23.20	.0000	.10	374	31.2	358	29.8	307	25.6	161	13.4	8.28	.0405	.06
Gr 3, Black	643	64	10.0	579	90.0				252	39.2	138	21.5	183	28.5	70	10.9			
Gr 3, White	1111	58	5.2	1053	94.8	11.88	.0006	.08	374	33.7	332	29.9	283	25.5	122	11.0	14.31	.0025	.09
Gr 4, Black	668	70	10.5	598	89.5				297	44.5	143	21.4	159	23.8	69	10.3			
Gr 4, White	1136	70	6.2	1066	93.8	9.09	.0026	.07	328	28.9	421	37.1	241	21.2	146	12.9	59.05	.0000	.18
Gr 5, Black	690	36	5.2	654	94.8				231	33.5	163	23.6	209	30.3	87	12.6			
Gr 5, White	1278	58	4.5	1220	95.5	.31	.5766	.02	366	28.6	478	37.4	267	20.9	167	13.1	46.55	.0000	.15
Black	2091	180	8.6	1911	91.4				822	39.3	450	21.5	589	28.2	230	11.0			
White	3435	176	5.1	3259	94.9	23.21	.0000	.07	1026	29.9	1225	35.7	753	21.9	431	12.5	135.57	.0000	.16
Female	2802	122	4.4	2680	95.6				951	33.9	870	31.0	643	22.9	338	12.1			
Male	2724	234	8.6	2490	91.4	33.05	.0000	.08	897	32.9	805	29.6	699	25.7	323	11.9	6.62	.0851	.04
Black Female	1044	75	7.2	969	92.8				424	40.6	230	22.0	279	26.7	111	10.6			
Black Male	1047	105	10.2	942	90.0				398	38.0	220	21.0	310	29.6	119	11.4			
White Female	1758	47	2.7	1711	97.3				527	30.0	640	36.4	364	20.7	227	12.9			
White Male	1677	129	7.7	1548	92.3	64.60	.0000	.11	499	29.8	585	34.9	389	23.2	204	12.2	143.51	.0000	.16
Gr 3, MB***	359	39	10.9	320	89.1				141	39.3	76	21.2	107	29.8	35	9.7			
Gr 3, FB	284	25	8.8	259	91.2				111	39.1	62	21.8	76	26.8	35	12.3			
Gr 3, MW	522	36	6.9	486	93.1				183	35.1	164	31.4	126	4.1	49	9.4			
Gr 3, FW	589	22	3.7	567	96.3	17.57	.0005	.10	191	32.4	168	28.5	157	26.7	73	12.4	19.73	.0196	.11

Self-Ideal Discrepancy and Category Distribution, Elementary School Index of Adjustment and Values, Concluded

Group	N	Self-Ideal Discrepancy						IAV Category								Chi-Square	p	CF	
		NSID		PSID		Chi-Square	p	CF	++		- +		+ -		- -				
		f	%	f	%				f	%	f	%	f	%	f				%
Gr 4, MB	325	42	12.9	283	87.1				131	40.3	71	21.8	89	27.4	34	10.5			
Gr 4, FB	343	28	8.2	315	91.8				166	48.4	72	21.0	70	20.4	35	10.2			
Gr 4, MW	534	49	9.2	485	90.8				148	27.7	197	36.9	123	23.0	66	12.4			
Gr 4, FW	602	21	3.5	581	96.5	26.25	.0000	.12	180	29.9	224	37.2	118	19.6	80	13.3	68.15	.0000	.19
Gr 5, MB	363	24	6.6	339	93.4				126	34.7	73	20.1	114	31.4	50	13.8			
Gr 5, FM	360	14	3.9	346	96.1				124	34.4	91	25.3	108	30.0	37	10.3			
Gr 5, MW	621	44	7.1	577	92.9				168	27.1	224	36.1	140	22.5	89	14.3			
Gr 5, FW	624	12	1.9	612	98.1	21.77	.0001	.11	179	28.7	253	40.5	114	18.3	78	12.5	71.82	.0000	.19

* NSID = Negative Self-Ideal Discrepancy

** CF = Contingency Coefficient

Table 61
Self-Ideal Discrepancy and Category Distribution
Junior High School Index of Adjustment and Values

Group	N	Self-Ideal Discrepancy						IAV Category								Chi-Square	p	CF	
		NSID*		PSID		Chi-Square	p	CF**	+ +		- +		+ -		- -				
		f	%	f	%				f	%	f	%	f	%	f				%
Grade 6	2248	707	31.5	1541	68.5				447	19.9	636	28.3	683	30.4	481	21.4			
Grade 7	3097	757	24.4	2340	75.6				621	20.1	746	24.1	1036	33.5	694	22.4			
Grade 8	3103	671	21.6	2432	78.4	83.97	.0000	.10	626	20.4	835	27.2	926	30.2	680	22.2	16.38	.0119	.04
Females	4793	1048	21.9	3745	78.1				1047	21.8	1283	26.8	1554	32.4	908	18.9			
Males	4839	1289	26.6	3550	73.4	29.59	.0000	.06	885	18.3	1271	26.3	1501	31.0	1182	24.4	50.25	.0000	.07
Black	2474	1050	42.4	1424	57.6				435	17.6	542	21.9	837	33.8	659	26.6			
White	3865	509	13.2	3356	86.8	695.37	.0000	.22	833	21.6	1147	29.7	1175	30.4	710	18.4	99.39	.0000	.12
Gr 6, Black	804	421	52.4	383	47.6				129	16.0	208	25.9	238	29.6	228	28.4			
Gr 6, White	1235	203	16.4	1032	83.6	294.26	.0000	.35	270	21.9	373	30.2	388	31.4	204	16.5	44.38	.0000	.15
Gr 7, Black	856	328	38.3	528	61.7				165	19.3	152	17.8	320	37.4	219	25.6			
Gr 7, White	1483	235	15.8	1248	84.2	148.73	.0000	.25	303	20.4	421	28.4	448	30.2	311	21.0	39.01	.0000	.13
Gr 8, Black	676	235	34.8	441	65.2				120	17.8	150	22.2	235	34.8	171	25.3			
Gr 8, White	1368	137	10.0	1231	90.0	184.48	.0000	.29	302	22.1	406	29.7	411	30.0	249	18.2	27.70	.0000	.12
Gr 6, Male	1146	404	35.3	742	64.7				210	18.3	326	28.4	336	29.1	276	24.1			
Gr 6, Female	1181	342	29.0	839	71.0	10.29	.0013	.07	264	22.4	314	26.6	385	32.6	217	18.4	16.56	.0009	.08
Gr 7, Male	1691	466	27.6	1225	72.4				306	18.1	397	23.5	573	33.9	415	24.5			
Gr 7, Female	1630	349	21.4	1281	78.6	16.60	.0000	.07	378	23.2	394	24.2	540	33.1	318	19.5	20.29	.0002	.08
Gr 8, Male	1768	358	20.2	1410	79.8				329	18.6	480	27.1	525	29.7	434	24.5			
Gr 8, Female	1714	313	18.3	1401	81.7	2.08	.1489	.03	353	20.6	501	29.2	532	31.0	328	19.1	15.25	.0016	.07
Male,Black	1252	561	44.8	691	55.2				189	15.1	301	24.0	372	29.7	390	31.2			
Female,Black	1369	548	40.0	821	60.0				271	19.8	258	18.9	519	37.9	320	23.4			
Male,White	1971	321	16.3	1650	83.7				380	19.3	535	27.1	647	32.8	409	20.8			
Female,White	1950	200	10.3	1750	89.7	734.43	.0000	.32	467	23.9	625	32.1	550	28.2	308	15.8	198.50	.0000	.17
Grade 6MB***	428	227	53.0	201	47.0				59	13.8	125	29.2	107	25.0	137	32.0			
Grade 6FB	448	231	51.6	217	48.4				81	18.1	105	23.4	145	32.4	116	26.0			
Grade 6MW	566	122	21.6	444	78.4				116	20.5	166	29.3	176	31.1	108	19.1			
Grade 6FW	624	73	11.7	551	88.3	314.33	.0000	.36	147	23.6	194	31.1	198	31.7	85	13.6	69.37	.0000	.18

Table 61, Concluded
Self-Ideal Discrepancy and Category Distribution, Junior High School Index of Adjustment and Values, Concluded

Group	N	Self-Ideal Discrepancy						IAV Category											
		NSID		PSID		Chi-Square	p	CF	++		- +		+ -		- -		Chi-Square	p	CF
		f	%	f	%				f	%	f	%	f	%	f	%			
Grade 7MB	428	185	43.2	243	56.8				70	16.4	85	19.9	145	33.9	128	29.9			
Grade 7FB	428	143	33.4	285	66.6				95	22.2	67	15.7	175	40.9	91	21.3			
Grade 7MW	664	98	14.8	566	85.2				117	17.6	26.8		226	34.0	143	21.5			
Grade 7FW	598	71	11.9	527	88.1	189.39	.0000	.29	144	24.1	190	31.8	150	25.1	114	19.1	76.34	.0000	.19
Grade 8MB	309	110	35.6	199	64.4				50	16.2	80	25.9	89	28.8	90	29.1			
Grade 8FB	367	125	34.1	242	65.9				70	19.1	70	19.1	146	39.8	81	22.1			
Grade 8MW	696	93	13.4	603	86.6				140	20.1	178	25.6	231	33.2	147	21.1			
Grade 8FW	672	44	6.5	628	93.5	197.07	.0000	.30	162	24.1	228	33.9	180	26.8	102	15.2	63.43	.0000	.17

* NSID = Negative Self-Ideal Discrepancy

** CF = Contingency Coefficient

*** Grade 6, Male Black

Table 62
Self-Ideal Discrepancy and Category Distribution
High School Index of Adjustment and Values

Group	N	Self-Ideal Discrepancy						Chi-Square	p	CF**	IAV Category								Chi-Square	p	CF			
		NSID*		PSID		++					- +		+ -		- -									
		f	%	f	%	f	%				f	%	f	%	f	%								
Grade 9	2152	302	12.0	2210	88.0						389	15.5	602	24.0	961	38.3	560	22.3						
Grade 10	2977	260	8.7	2717	91.3						470	15.8	577	19.4	1240	41.7	690	23.2						
Grade 11	2622	246	9.4	2376	90.6						394	15.0	589	22.5	1063	40.5	576	22.0						
Grade 12	1838	112	6.1	1726	93.9	45.83	.0000#	.07			328	17.8	420	22.9	800	43.5	290	15.8	61.37	.0000***	.08			
Gr 9, Female	1074	105	9.8	969	90.2						191	17.8	244	22.7	455	42.4	184	17.1						
Gr 9, Male	1070	139	13.0	931	87.0	5.18	.0229	.05			161	15.0	283	26.4	367	34.3	259	24.2	27.55	.0000	.11			
Gr 10, Female	1435	96	6.7	1339	93.3						232	16.2	272	19.0	634	44.2	297	20.7						
Gr 10, Male	1177	111	9.4	1066	90.6	6.29	.0122	.05			152	12.9	237	20.1	458	38.9	330	28.0	23.93	.0000	.10			
Gr 11, Female	1259	69	5.5	1190	94.5						215	17.1	285	22.6	505	40.1	254	20.2						
Gr 11, Male	1052	132	12.5	920	87.5	35.00	.0000	.12			135	12.8	248	23.6	416	39.5	253	24.0	10.98	.0119	.07			
Gr 12, Female	804	36	4.5	768	95.5						161	20.0	184	22.9	350	43.5	109	13.6						
Gr 12, Male	662	45	6.8	617	93.2	3.31	.0688	.05			104	15.7	164	24.8	278	42.0	116	17.5	8.20	.0420	.07			
Gr 9 BF##	304	54	17.8	250	82.2						48	15.8	50	16.4	138	45.4	68	22.4						
Gr 9 BM	265	55	20.8	210	79.2						33	12.5	64	24.2	92	34.7	76	28.7						
Gr 9 WF	498	23	4.6	475	95.4						100	20.1	138	27.7	195	39.2	65	13.1						
Gr 9 WM	568	47	8.3	521	91.7	62.25	.0000	.20			102	18.0	156	27.5	201	35.4	109	19.2	47.86	.0000	.17			
Gr 10 BF	294	51	17.3	243	82.7						59	20.1	42	14.3	149	50.7	44	15.0						
Gr 10 BM	224	25	11.2	199	88.8						36	16.1	43	19.2	90	40.2	55	24.6						
Gr 10 WF	570	24	4.2	546	95.8						113	19.8	170	29.8	200	35.1	87	15.3						
Gr 10 WM	447	34	7.6	413	92.4	44.38	.0000	.17			84	18.8	120	26.8	152	34.0	91	20.4	50.29	.0000	.18			
Gr 11 BF	262	26	9.9	236	90.1						67	25.6	42	16.0	126	48.1	27	10.3						
Gr 11 BM	201	27	13.4	174	86.6						40	19.9	34	16.9	86	42.8	41	20.4						
Gr 11 WF	490	11	2.2	479	97.8						94	19.2	148	30.2	166	33.9	82	16.7						
Gr 11 WM	538	46	8.6	492	91.4	33.24	.0000	.15			76	14.1	147	27.3	196	36.4	119	22.1	58.44	.0000	.19			
Gr 12 BF	214	23	10.7	191	89.3						47	22.0	28	13.1	115	53.7	24	11.2						
Gr 12 BM	163	16	9.8	147	90.2						28	17.2	33	20.2	78	47.9	24	14.7						
Gr 12 WF	391	5	1.3	386	98.7						81	20.7	107	27.4	146	37.3	57	14.6						
Gr 12 WM	338	15	4.4	323	95.6	32.17	.0000	.17			60	17.8	100	29.6	125	37.0	53	15.7	33.90	.0001	.17			
Gr 9 Black	830	154	18.8	666	81.2						107	13.0	157	19.1	338	41.2	218	26.6						
Gr 9 White	1066	70	6.6	996	93.4	64.90	.0000	.18			202	18.9	294	27.6	396	37.1	174	16.3	49.09	.0000	.16			

Self-Ideal Discrepancy and Category Distribution, High School Index of Adjustment and Values, Concluded

Group	N	Self-Ideal Discrepancy						p	CF	IAV Category								Chi-Square	p	CF
		NSID		PSID		Chi-Square	++			- +		+ -		- -						
		f	%	f	%		f			%	f	%	f	%	f	%				
Gr 10, Black	814	119	14.6	695	85.4					167	20.5	140	17.2	368	45.2	139	17.1			
Gr 10, White	1017	58	5.7	959	94.3	40.15	.0000	.15	197	19.4	290	28.5	352	34.6	178	17.5	37.91	.0000	.14	
Gr 11, Black	728	87	12.0	641	88.0					148	20.3	120	16.5	347	47.7	113	15.5			
Gr 11, White	1028	57	5.5	971	94.5	22.39	.0000	.11	170	16.5	295	28.7	362	35.2	201	19.6	50.52	.0000	.17	
Gr 12, Black	631	59	9.4	572	90.6					114	18.1	106	16.8	317	50.2	94	14.9			
Gr 12, White	729	20	2.7	709	97.3	25.79	.0000	.14	141	19.3	207	28.4	271	37.2	110	15.1	33.42	.0000	.15	
Black Students	1927	277	14.4	1650	85.6					338	18.6	336	17.4	874	45.4	359	18.6			
White Students	3840	205	5.3	3635	94.7	135.61	.0000	.15	710	18.5	1086	28.3	1381	36.0	663	17.3	91.50	.0000	.12	
Females	3367	222	6.6	3145	93.4					631	18.7	766	22.8	1399	41.6	571	17.0			
Males	2950	283	9.6	2667	90.4	18.83	.0000	.06	469	15.9	713	24.2	111	37.7	657	22.3	37.47	.0000	.08	
Black Female	1074	154	14.3	920	85.7					221	20.6	162	15.1	528	49.2	163	15.2			
Black Male	853	123	14.4	730	85.6					137	16.1	174	20.4	346	40.6	196	23.0			
White Female	1949	63	3.2	1886	96.8					388	19.9	563	28.9	707	36.3	291	14.9			
White Male	1891	142	7.5	1749	92.5	159.71	.0000	.17	322	17.0	523	27.7	674	35.6	372	19.7	144.66	.0000	.16	

*NSID = Negative Self-Ideal Discrepancy

** CF = Contingency Coefficient

*** p is less than .00005

#p is less than .00005

##Grade 9 Black Female

Table 63
SUMMARY
Parent Inventory Scores*

Group	N	Mean	Mode	Median	Kurtosis	Skewness	Std.Error	Std.Deviation	Variance	Minimum	Maximum	Range
Grades 1-3	9742	9.0	0	8.7	-.73	-.07	.12	11.74	137.90	-29	35	64
Grades 4-6	7608	8.4	15	8.4	-.72	-.09	.14	11.90	141.50	-29	35	64
Grades 7-9	6501	6.1	0	4.8	-.57	.15	.14	11.42	130.52	-27	35	62
Grades 10-12	4020	5.0	0	3.1	-.46	.22	.18	11.67	136.15	-28	34	62
Blacks Grade 1-3	2045	9.2	3	8.7	-.87	.02	.26	11.82	139.76	-21	35	56
Blacks Grade 4-6	988	12.3	19	14.0	-.60	-.31	.35	11.04	121.97	-23	35	58
Blacks Grade 7-9	753	8.2	0	7.7	-.60	.08	.40	10.98	120.64	-20	34	54
Blacks Grade 10-12	429	8.6	0	8.4	-.35	.06	.53	10.88	118.44	-20	34	54
Whites Grade 1-3	1747	8.9	6	8.5	-.72	.00	.25	10.22	104.46	-18	32	50
Whites Grade 4-6	1724	8.0	5	7.5	-.72	.12	.25	10.47	109.71	-23	33	56
Whites Grade 7-9	1108	5.9	0	3.9	-.45	.35	.30	9.92	98.32	-19	31	50
Whites Grade 10-12	683	5.7	0	2.3	-.43	.52	.39	10.24	104.76	-22	32	54

* Statistics are from the Statistical Package for the Social Sciences (SPSS).

Table 64
Analysis of Variance
Parent Inventory
Parent Groups by Grade Levels

Group	Grade Level	N	Mean	d.f.	F	F Prob.
<u>All Parents:</u>						
	1-3	9742	9.0			
	4-6	7608	8.4			
	7-9	6501	6.1			
	10-12	4201	5.1	3, 28049	156.22	.000*
<u>Black Parents:</u>						
	1-3	2045	9.2			
	4-6	988	12.3			
	7-9	753	8.2			
	10-12	429	8.6	3, 4212	24.45	.000
<u>White Parents:</u>						
	1-3	1747	8.9			
	4-6	1724	8.0			
	7-9	1108	5.9			
	10-12	683	5.7	3, 5259	28.14	.000
<u>Grades 1-3:</u>						
	Blacks	2045	9.2			
	Whites	1747	8.9	1, 3790	.79	.377
<u>Grades 4-6:</u>						
	Blacks	988	12.3			
	Whites	1724	8.0	1, 2710	103.60	.000
<u>Grades 7-9:</u>						
	Blacks	753	8.2			
	Whites	1108	5.9	1, 1859	21.71	.000
<u>Grades 10-12:</u>						
	Blacks	429	8.6			
	Whites	683	5.7	1, 1110	20.42	.000

Feelings About School

This is not a test since we want only to know what you believe or how you feel about certain things. What you say will be held in strictest confidence and no one in your school will be told what you said. You can help your school to improve itself by being as honest as you can be. PLEASE BE AS FAIR AS IS POSSIBLE.

DIRECTIONS: We do not want you to put your name on the answer sheet. Instead, on the line following the word "Department", write in the three letters FAS to show that this test blank goes with the Feelings About School. Following the word "Date", please write your grade in school. Following the word "Instructor", please write in the name of your school, and following the word "Course", please write M if you are male and F if you are female.

You will not use all of the spaces on your answer sheet--the sheet was designed for 160 items and there are only 50 items on this inventory. Neither will you be interested in all of the five spaces following each item number. Instead, you will be interested in the first and second response positions which appear under the letters "T" for True and "F" for False. If you think an item is true, fill in the space between the brackets under the letter T. In so doing you will be writing over the number 1 which is just below the T. If you think an item is not true, or is false, fill in between the brackets under the letter B and over the number 2. Be certain to fill in the entire space between the brackets and make your mark heavy and black. If you change your mind, erase your first mark completely. Make no stray marks; they will make your answers useless. Use a #2 lead pencil (no ballpoint pens, please) and make your marks heavy ones.

1. I am learning things in school which help me now.
2. The students are treated fairly in most of the school activities.
3. Too many of our teachers have "pets."
4. Mostly, I like our school clubs and programs.
5. The teachers pick on some of the kids.
6. I like the way our teachers treat us.
7. Some of the teachers are lazy.
8. I dislike one of my teachers very much.
9. Our teachers are interested in us.
10. When we have school programs, they are usually interesting.
11. My classes are boring.
12. Our teachers are not interested in our school organizations.
13. Our student leaders are interested in doing a good job.
14. Some of my classes are so uninteresting that I can't do my best work.
15. My teachers usually have a good sense of humor.
16. In general, I like my teachers.
17. My teachers try to understand me.
18. Some of my teachers are not very happy about being teachers.
19. My teachers are seldom sarcastic.
20. I wouldn't be going to school if I didn't have to.

NEXT PAGE, PLEASE

Figure 1. Feelings About School, Form 1.

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THE FIRST ITEM ON THIS PAGE IS #21. PLEASE CHECK YOUR ANSWER SHEET.

21. School work is boring and uninteresting for me.
22. My teachers usually make me feel like I am important.
23. My teachers like me.
24. My teachers are honest with me.
25. Some of the teachers show favoritism in their classes.
26. Some teachers assign unreasonable amounts of homework.
27. Most of the teachers are fair in their criticism of my work.
28. Some of the teachers act as if they were bored with their work.
29. Some of the teachers act like they want the students to feel embarrassed.
30. I like most of the things I have studied at this school.
31. Some of the teachers act like they want the students to be afraid of them.
32. Most of the teachers are pleasant and cheerful most of the time.
33. Most of the teachers try to be fair in dealing with students.
34. Some of my teachers don't grade fairly.
35. Some of my courses are extremely boring.
36. We are not given enough freedom in choosing our courses.
37. My textbooks are up-to-date.
38. Our teachers don't pay enough attention to what we are interested in.
39. The food prices are usually fair.
40. Our principal is usually glad to receive suggestions from the students.
41. This school places too much emphasis on grades.
42. There are no student activities at this school which I find interesting.
43. There is not enough chance to meet other students and become friends with them during the day.
44. Our student leaders try to help the students.
45. I like the way this school is run.
46. We have too many rules at this school.
47. It is hard to get along at this school unless you are someone's "pet!"
48. It's difficult for a new student to get to know other people at this school.
49. It would be easy to organize a new club at this school.
50. Students are treated nicely even if they are being punished for breaking school rules.

THAT'S ALL. THANK YOU.

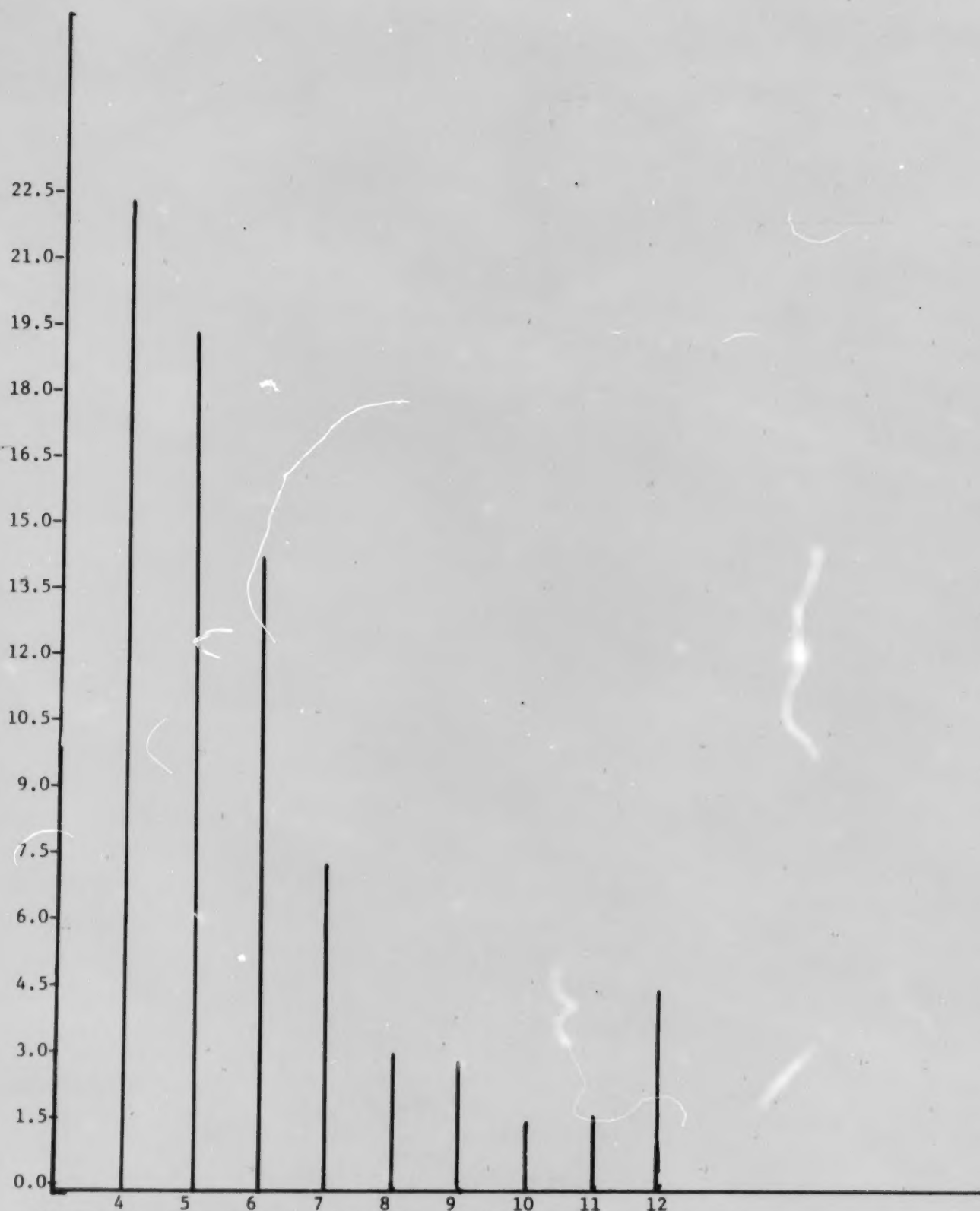


Figure 2. Distribution of Feelings About School scores by grade.

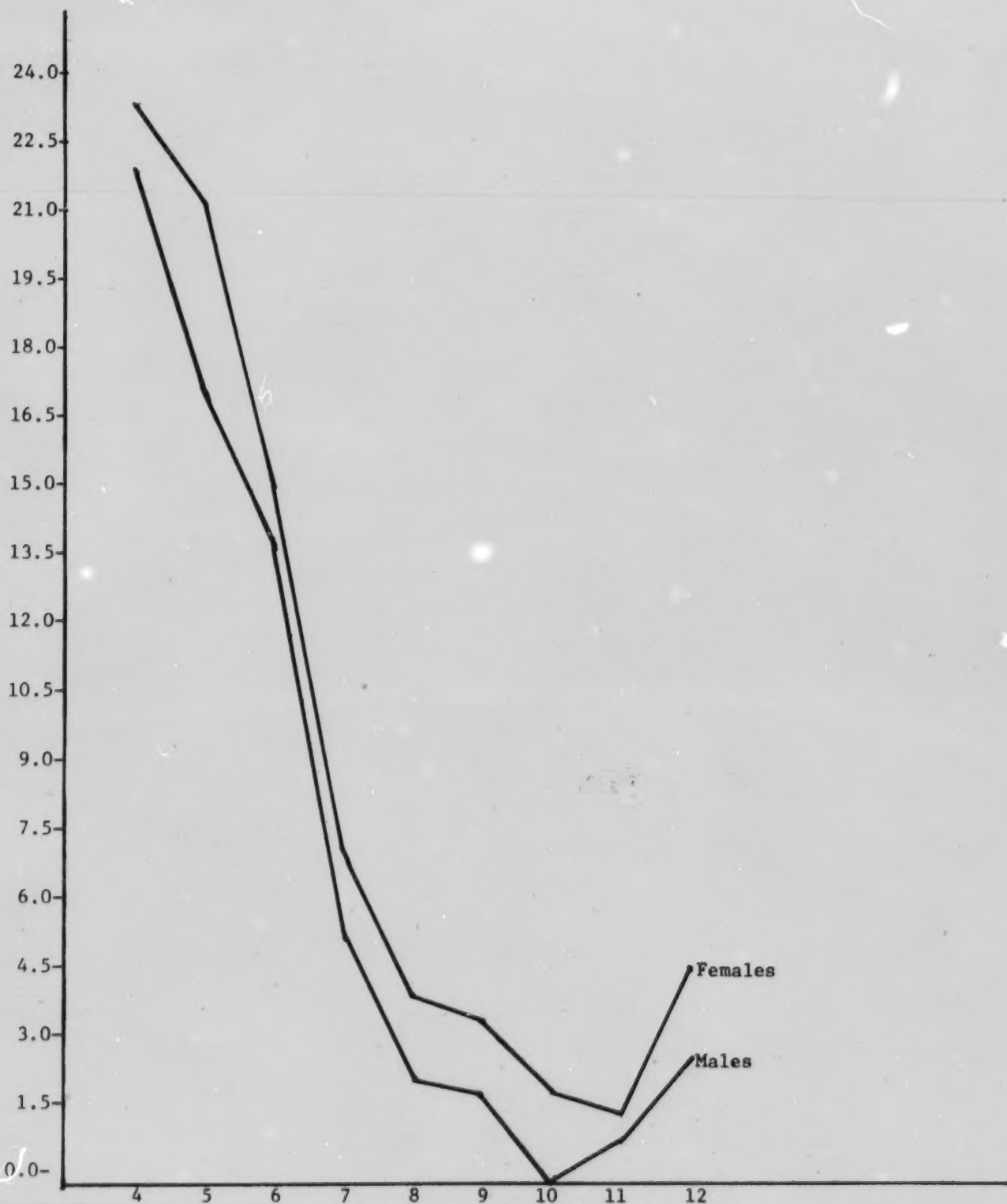


Figure 3. Distribution of Feelings About School scores by sex and grade.

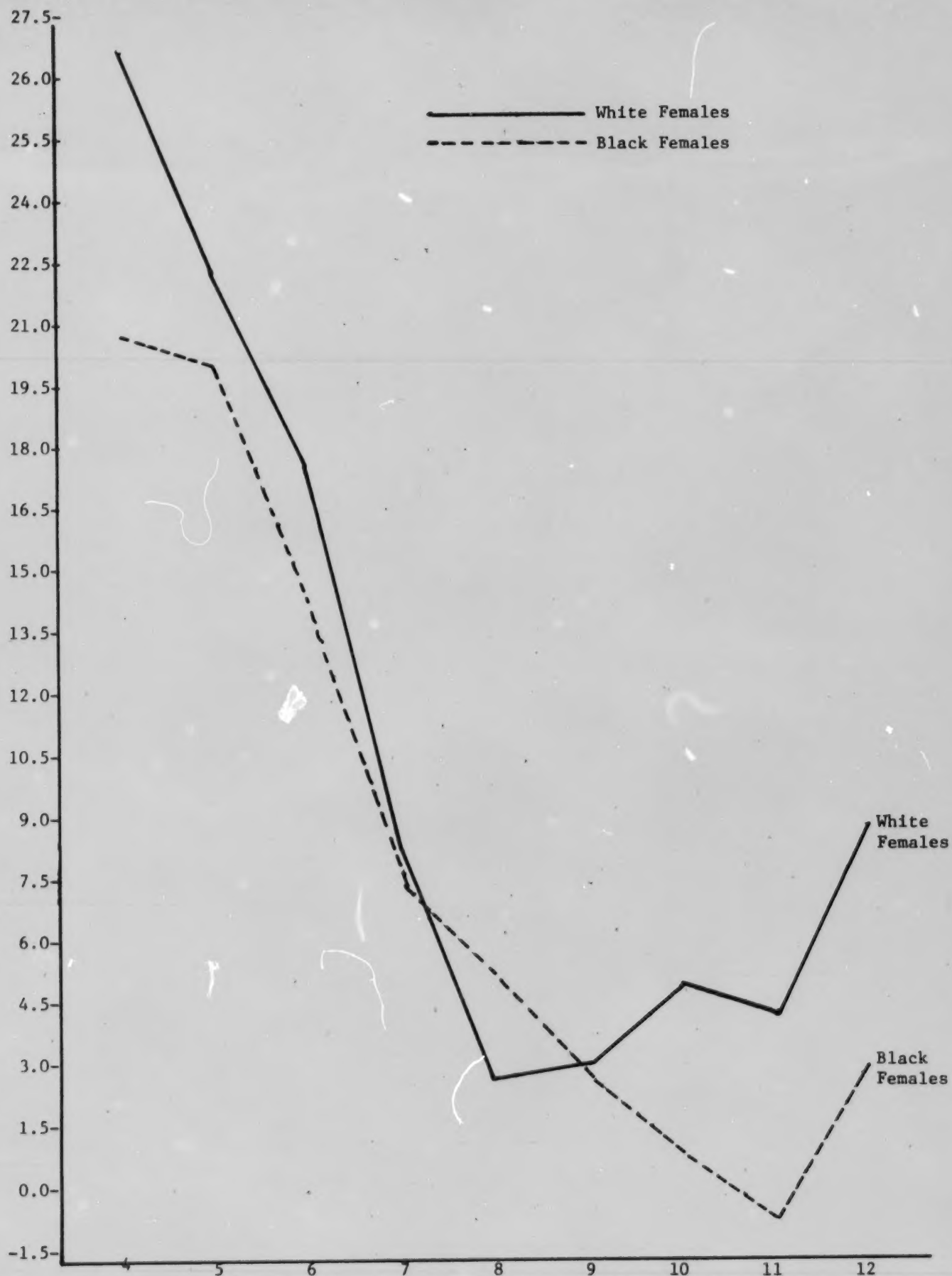


Figure 4. Distribution of Feelings About School, white and black females.

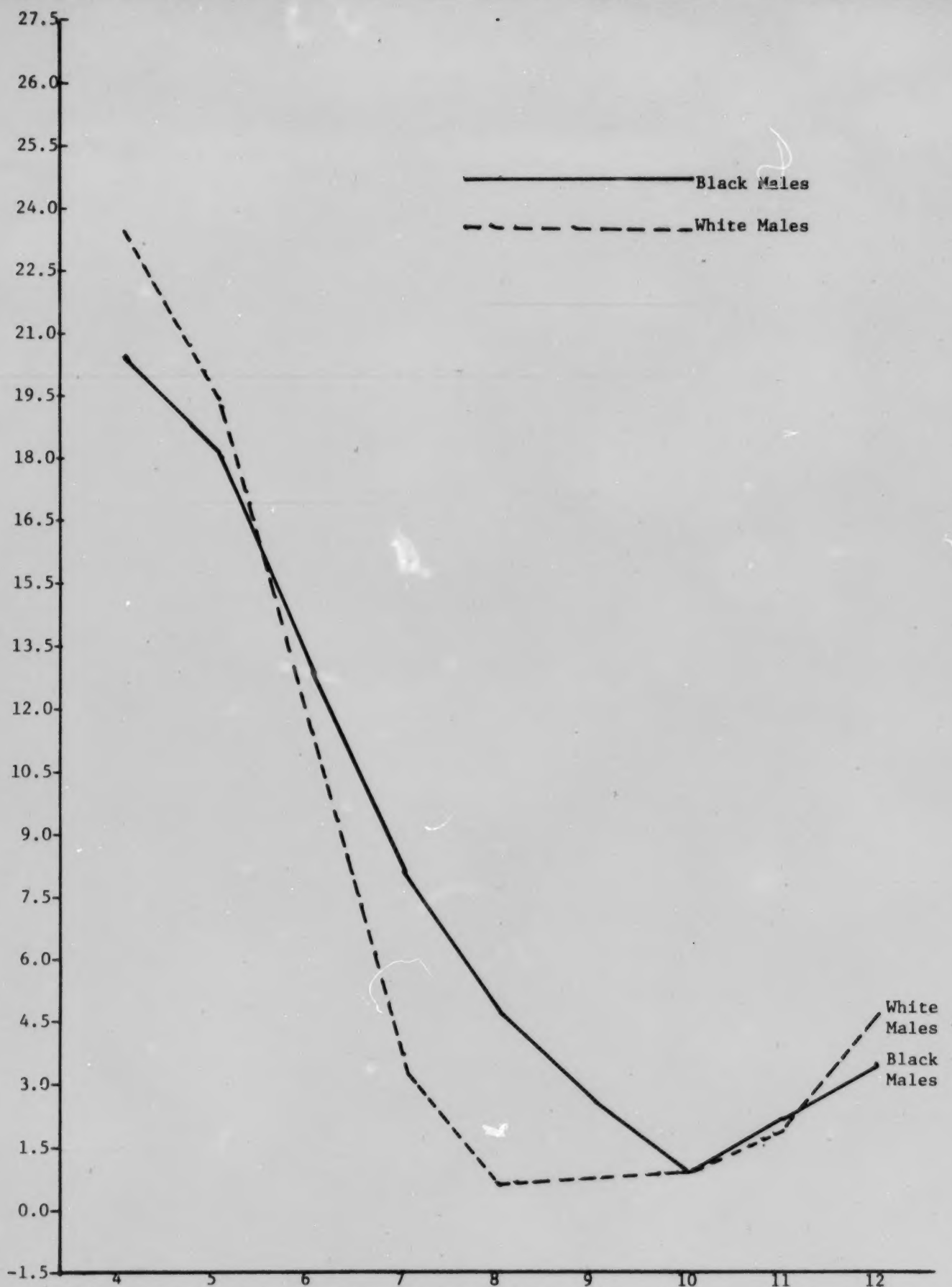


Figure 4. Concluded. Feelings About School for black and white males by grade.

Locus of Responsibility Scale

Please respond to the following statements so that we can have a better understanding of how you see the class you have been asked to describe. There are no "right" or "wrong" answers so please respond only as you see things. To answer the items, read each item and then select the response which seems to you to best describe the class. Please select only one answer for an item. On the answer sheet opposite the number of the item, blacken in the number of the answer you have selected. Please make your mark with a #2 black lead pencil. Make your mark heavy and fill in the space completely. If you make an error or wish to change your answer erase completely. Please make your mark with a #2 black answer sheet.

We do not want you to put your name on the answer sheet. Instead, on the line following the word "Department", write in the letters LORS. Following the word "Date", please write your grade in school. Following the word "Instructor", please use the number from the list provided you that corresponds to the teacher you have been asked to describe, and following the word "Course", please write M if you are male and F if you are female. Now to the left of the word "Department" and on the same line as the word, write the name of your school.

1. Planning for what will be done in this class is done:
 1. almost entirely by the teacher.
 2. mostly by the teacher.
 3. partly by the teacher and partly by the students.
 4. mostly by the students.
 5. almost entirely by the students.
2. What we will study in this class is determined:
 1. almost entirely by the teacher.
 2. largely by the teacher.
 3. partly by us and partly by the teacher.
 4. largely by us.
 5. almost entirely by us.
3. How this class is run is decided:
 1. almost entirely by us.
 2. largely by us.
 3. partly by us and partly by the teacher.
 4. largely by the teacher.
 5. almost entirely by the teacher.
4. In terms of what he (she) does in this class, the teacher seems to believe that responsibility for what happens is:
 1. almost entirely his (hers).
 2. largely his (hers).
 3. partly his (hers) and partly ours.
 4. largely ours.
 5. almost entirely ours.
5. Most of the time in this class the talking is done:
 1. almost entirely by the teacher.
 2. mostly by the teacher.
 3. partly by the teacher and partly by us.
 4. mostly by us.
 5. almost entirely by us.

6. Decisions about how much we have done and how well we have done which are used to decide our grades in this class are made:
 1. almost entirely by us.
 2. mostly by us.
 3. partly by us and partly by the teacher.
 4. mostly by the teacher.
 5. almost entirely by the teacher.
7. How we will study something in this class is decided:
 1. almost entirely by us.
 2. largely by us.
 3. partly by us and partly by the teacher.
 4. largely by the teacher.
 5. almost entirely by the teacher.
8. In this class the teacher gives his ideas:
 1. most of the time (in fact, most of the class is spent listening to his ideas.)
 2. very often but sometimes we can give ours.
 3. whenever he thinks he has something to contribute to the discussion.
 4. when we ask him for them.
 5. almost never.
9. The teacher asks questions:
 1. to see if we know the answers.
 2. to see if we have studied.
 3. to start a discussion.
 4. seldom.
 5. almost never.
10. When we speak in class:
 1. the teacher always lets us know if he thinks we are right or wrong.
 2. the teacher usually lets us know if he thinks we are right or wrong.
 3. the teacher may respond or he may let one of us talk.
 4. if there is a response, it is most often made by one of us.
 5. no response is made unless some student makes it.
11. The teacher acts as if:
 1. we can make up our minds for ourselves.
 2. we can usually make up our minds for ourselves.
 3. he (she) should help when we need it or are having a problem in deciding and should leave us alone otherwise.
 4. he should take the lead in deciding what we should think.
 5. he should be responsible for what we think in this class.
12. In regard to our personal thoughts and feelings about what is being discussed, the teacher believes:
 1. he should decide them for us.
 2. he should influence them to some degree to make them like his.
 3. we should discuss things together and make up our minds for ourselves.
 4. he should influence our thoughts and feelings only to a small degree.
 5. he should never influence our thoughts and feelings.

13. As far as what we study, the teacher seems:
 1. to want to decide for us what we will think.
 2. usually to want to decide for us what we will think.
 3. to want to help us decide for ourselves what we will think.
 4. to want us to decide for ourselves with some help from him.
 5. to want us to decide for ourselves without any help from him.
14. To make the class interesting:
 1. the teacher almost always relies on himself.
 2. the teacher usually relies on himself.
 3. the teacher works closely with us and our ideas.
 4. the teacher usually relies on us.
 5. the teacher almost always relies on us.
15. The teacher has plans for the class which he brings to class and:
 1. always follows.
 2. almost always follows.
 3. usually follows but changes his plans when we have something important to suggest.
 4. frequently does not follow because we want to do something else.
 5. hardly ever follows because we usually get him off the subject.
16. The teacher seems to feel that the personal meanings of discussions to students are:
 1. unimportant.
 2. of little value.
 3. of some value and encourages us to discuss our personal meanings.
 4. more important than what he has to say.
 5. much more important than what he has to say.
17. The teacher directs a student's work:
 1. never.
 2. only after the student requests direction.
 3. when he senses that the student needs it.
 4. after the student has tried for himself but before the student requests direction.
 5. before the student has a chance to try for himself.
18. The amount of work the students do seems to be:
 1. chiefly what the teacher wishes.
 2. mostly what the teacher wishes and a little of what the students wish.
 3. partly what the teacher wishes and partly what the students wish.
 4. a little that the teacher wishes and mostly what the students wish.
 5. chiefly what the students wish.
19. In our classroom the way we study something is:
 1. mostly by the teacher talking.
 2. mostly by the teacher talking, but with us talking a little.
 3. some teacher talk and some talk by us.
 4. some teacher talk but mostly talk and study by us.
 5. mostly by us talking or studying by ourselves.

20. We can talk with each other in class:
 1. almost always.
 2. most of the time.
 3. whenever it does not disrupt what is going on.
 4. very little of the time.
 5. almost never.
21. We are given a chance to say what we think:
 1. practically never.
 2. seldom.
 3. whenever it fits what we are doing.
 4. very often.
 5. almost always.
22. The teacher insists that we stick to the subject matter of the class:
 1. practically always.
 2. usually.
 3. sometimes.
 4. very seldom.
 5. practically never.
23. What a student does tends to reflect his particular interests:
 1. hardly at all.
 2. a little.
 3. as far as his interest can be reflected in this course.
 4. a great deal.
 5. almost all of the time.
24. The ideas we agree on in this class are:
 1. usually those of the teacher.
 2. frequently those of the teacher.
 3. sometimes the teacher's and sometimes our own.
 4. frequently our own.
 5. usually our own.
25. How much we will know and how hard we have to work at it is decided:
 1. almost entirely by the teacher.
 2. mostly by the teacher.
 3. by both the students and the teacher.
 4. mostly by the students.
 5. almost entirely by the students.
26. How far we will go in this class is determined:
 1. chiefly by the students.
 2. a little by the teacher but mostly by the students.
 3. partly by the students and partly by the teacher.
 4. a little by the students but mostly by the teacher.
 5. chiefly by the teacher.
27. The Teacher:
 1. tells us what we should know.
 2. tells us what he believes we should know but lets us do some thinking for ourselves.
 3. tries to help us discover what we think and what other people have thought about the same thing.
 4. sometimes tells us what he believes but is more interested in what we believe.
 5. is mostly interested in what we believe.

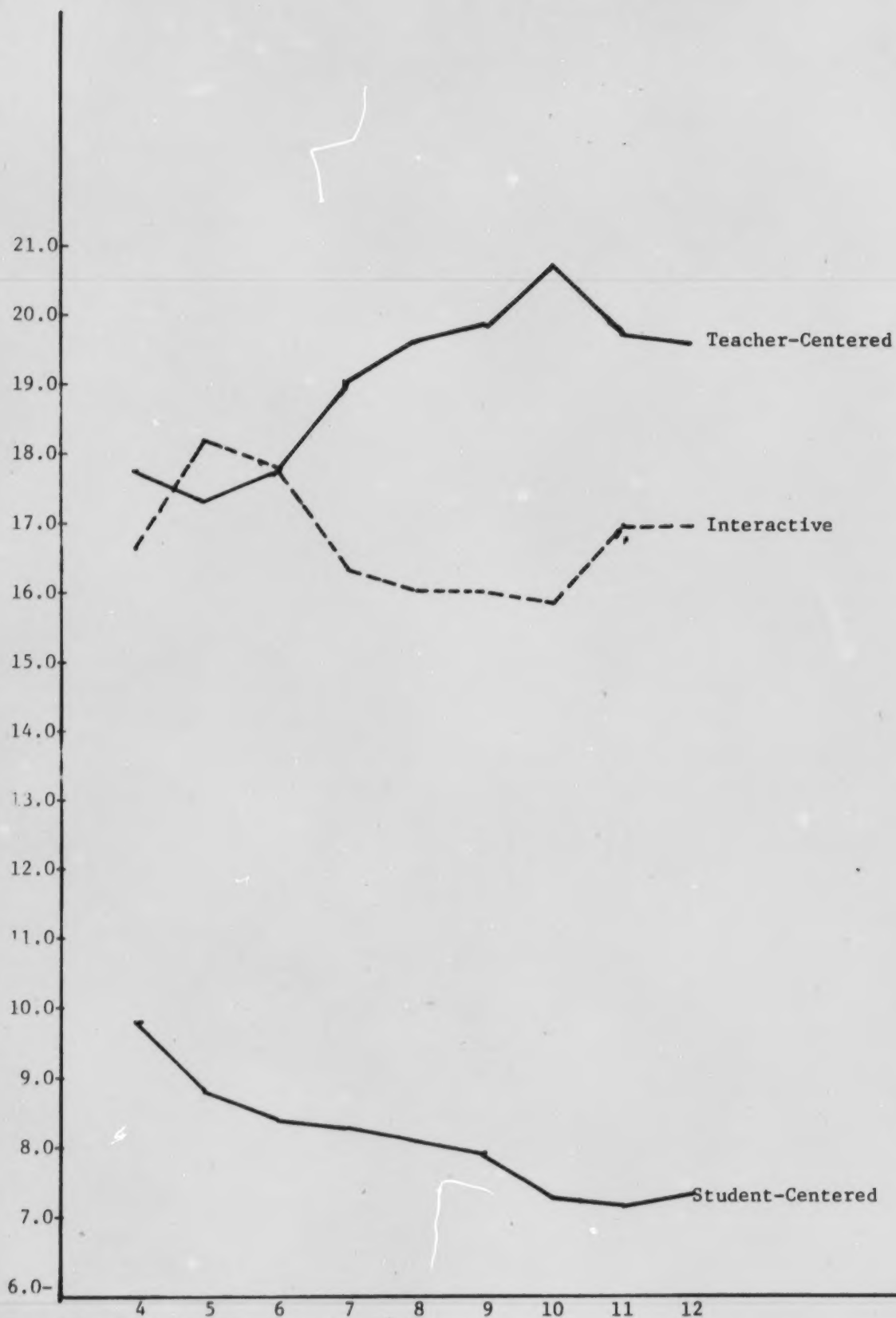


Figure 6. LORS scores by grade.

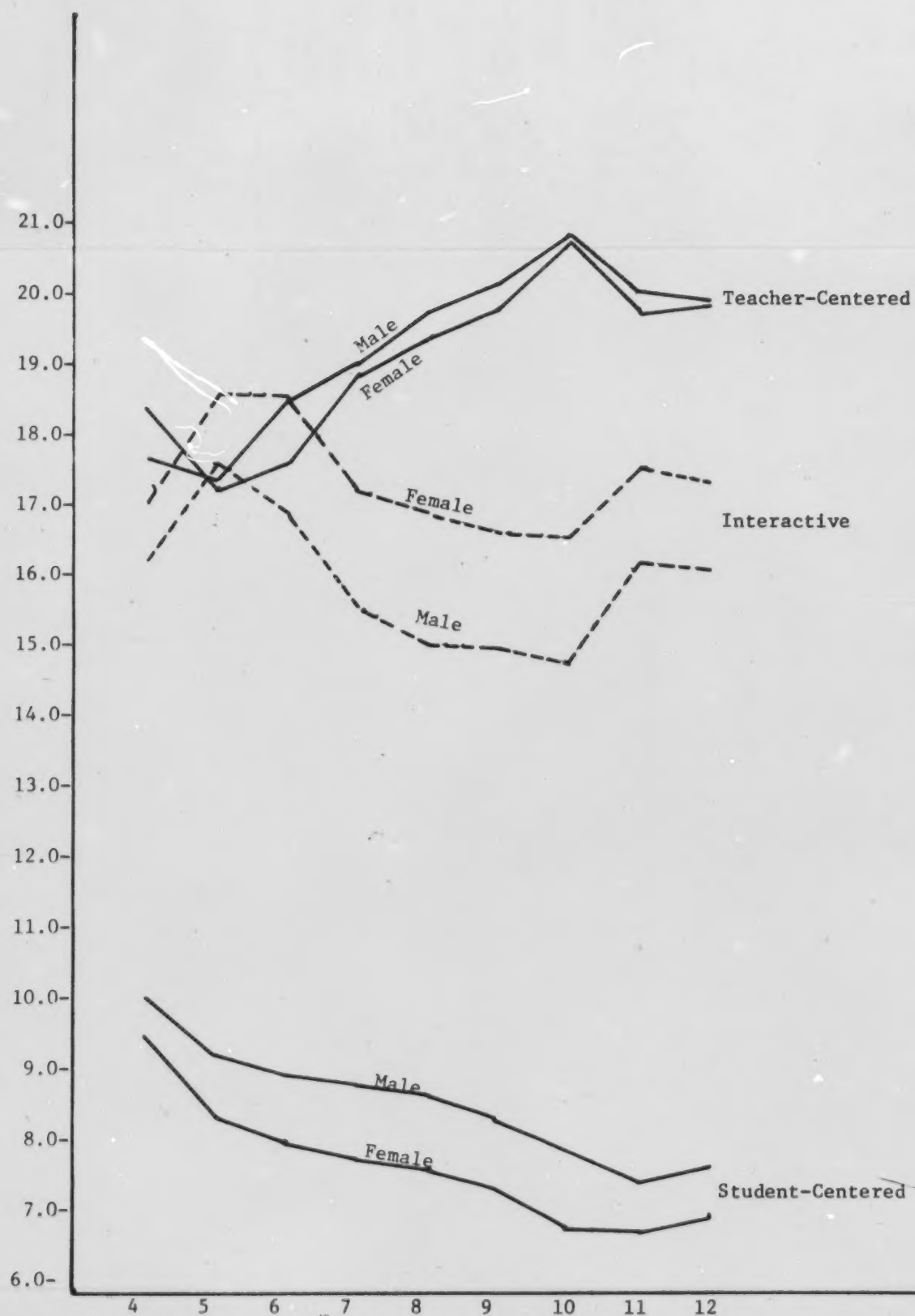


Figure 7. LORS scores by sex and grade.

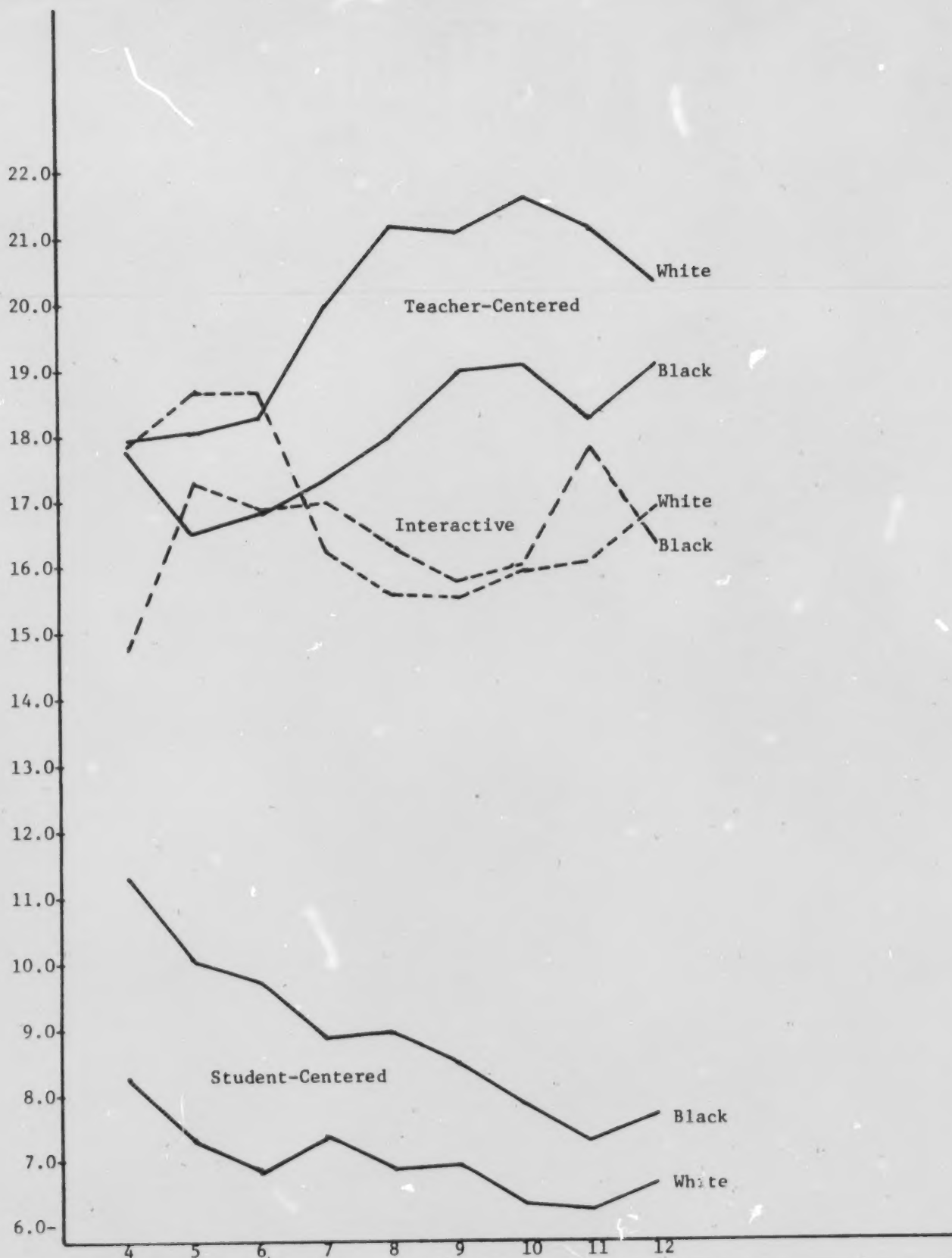


Figure 8. LORS scores by race and grade.

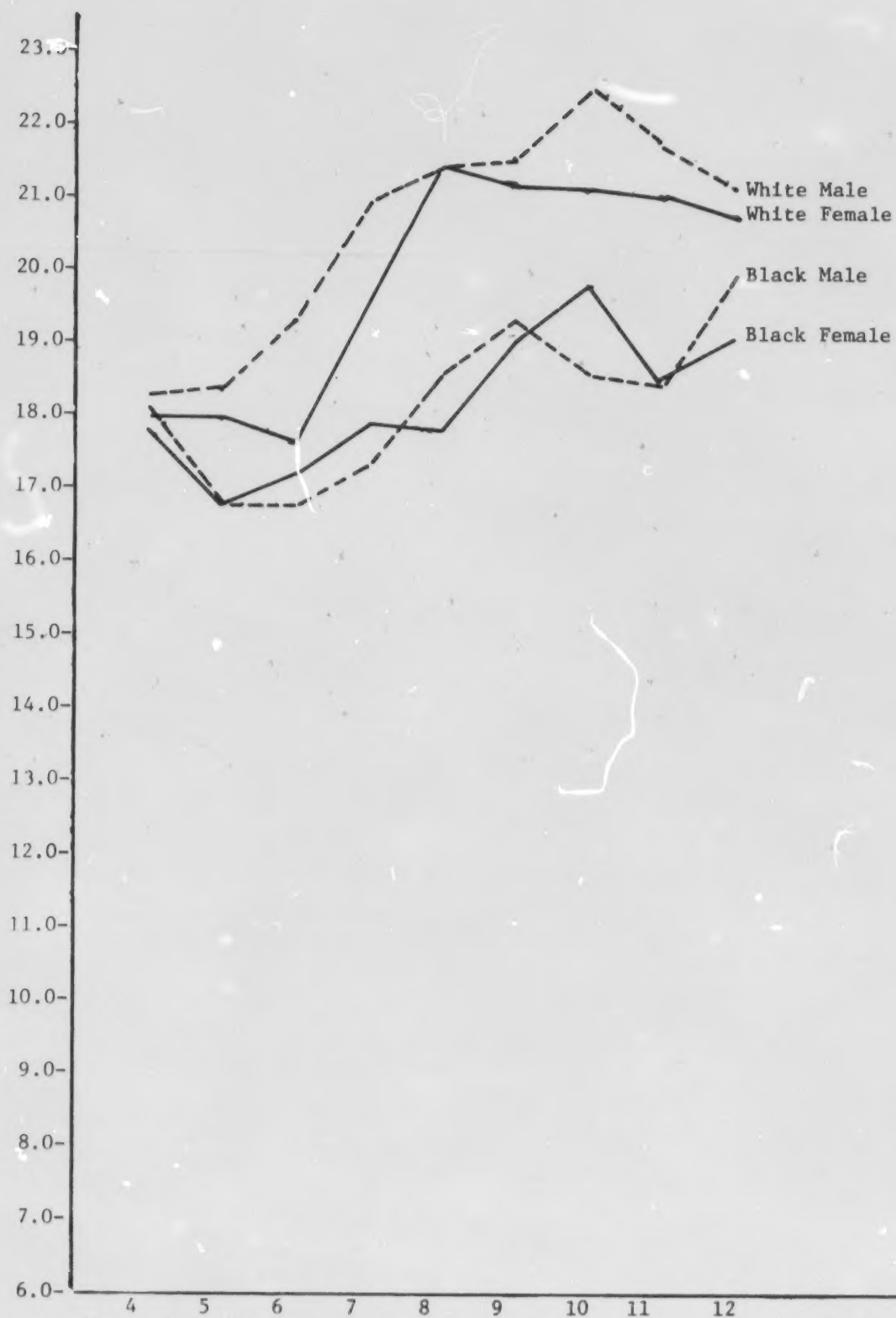


Figure 9. LORS Teacher-Centered scores by sex, race, and grade.

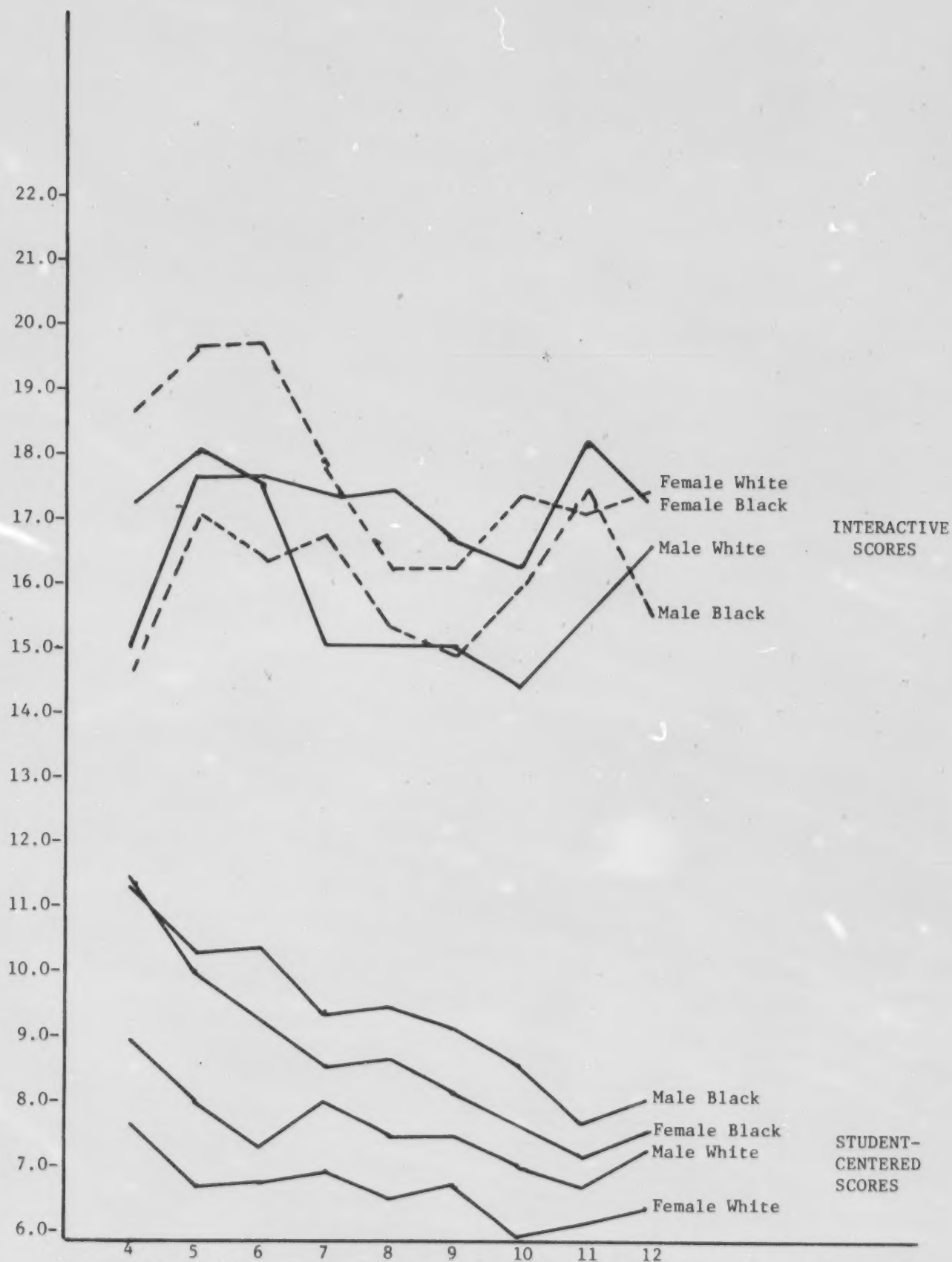


Figure 10. LORS Interactive and Student-Centered scores by sex, race, and grade.

RELATIONSHIP INVENTORY

Below are listed some ways that a person may feel or behave toward another person. Please consider each statement carefully with reference to your present relationship with your teacher.

Mark each statement on the scoring blank which has been provided you. We do not want you to put your name on the answer sheet. Instead, on the line following the word "Name", write the letters RI. Following the word "Date", write in the number of the teacher you have been asked to describe. In the blank after the word "Sex", write M if you are male and F if you are female. Write the name of your school in the blank following the word "School", and after the word "Class", write your grade in school.

You will not use all of the spaces on your answer sheet--the sheet was designed for 120 items and there are only 72 items on the inventory. Mark each statement according to how strongly you feel that it is true, or not true, in this relationship. Please mark every item using a #2 black lead pencil, making your marks heavy and black. Mark your answers in the appropriate spaces on the answer sheet using the following key (this key also appears at the top of the answer sheet):

- | | |
|---|---|
| +++ Yes, I strongly feel that it is true. | - No, I feel that is probably untrue, or more untrue than true. |
| ++ Yes, I feel it is true. | -- No, I feel it is not true. |
| + Yes, I feel that it is probably true, or more true than untrue. | --- No, I strongly feel that it is not true. |
-

1. He (she) respects me.
2. He (she) tries to understand exactly how I see things.
3. He (she) is interested in me only when I am talking about certain things.
4. He (she) tells me things that he (she) does not mean.
5. He (she) disapproves of me.
6. He (she) understands my words but does not know how I feel.
7. Sometimes he (she) is more friendly toward me than he (she) is at other times.
8. What he (she) says to me is never different from what he (she) thinks or feels.
9. He (she) is curious about what makes me act like I do, but not really interested in me as a person.
10. He (she) is interested in knowing how things seem to me.
11. His (her) feeling toward me is not due to the way I am reacting to him (her).
12. He (she) is upset whenever I talk about or ask about certain things.
13. He (she) likes to see me.
14. He (she) nearly always knows exactly what I mean.
15. He (she) likes me when I feel certain ways about myself but when I feel other ways he (she) does not like me.
16. He (she) has feelings about me that he (she) doesn't say anything about and these make it more difficult for us to get along together.
17. He (she) hardly notices me.
18. At times he (she) thinks that I feel more strongly or more concerned about something than I do.
19. He (she) always seems to feel the same way toward me.
20. He (she) behaves just the way that he (she) really is when I'm around.

NEXT PAGE, PLEASE

Figure 11. The Relationship Inventory.

21. He (she) appreciates me.
22. Sometimes he (she) thinks that I feel a certain way, because that's the way he (she) feels.
23. He (she) likes me in some ways and dislikes me in others.
24. At times I think he (she) is not aware of the way he (she) feels about me.
25. He (she) is friendly and warm towards me.
26. He (she) understands me.
27. If I am annoyed with him (her) he (she) becomes annoyed with me.
28. He (she) pretends that he (she) likes me or understands me more than he (she) really does.
29. He (she) cares about me.
30. The way he (she) feels about some of the things I say, or do, Keeps him (her) from really understanding me.
31. Whether I am expressing "good" or "bad" feelings seems to make no difference to the way he (she) feels about me.
32. He (she) does not avoid anything that he (she) thinks or feels about me.
33. He (she) feels that I am dull and uninteresting.
34. He (she) ignores some of my feelings.
35. Sometimes he (she) is warm and friendly toward me; at other times cold or disapproving.
36. I feel that I can trust him (her) to be honest with me.
37. He (she) is interested in me.
38. He (she) appreciates how my experiences feel to me.
39. Depending on the way he (she) feels, he (she) sometimes responds to me with quite a lot more warmth and interest than he (she) does at other times.
40. He (she) is at ease in our relationship.
41. He (she) just "puts up" with me.
42. He (she) tells me what my actions and feelings mean.
43. His (her) liking or disliking of me is not affected by anything that I tell him (her) about myself.
44. He (she) is acting a part with me.
45. He (she) does not really care what becomes of me.
46. He (she) does not realize how strongly I feel about some of the things we discuss.
47. His (her) general feeling toward me varies a lot.
48. Sometimes I feel that what he (she) says to me is quite different from the way he (she) feels underneath.
49. I feel that he (she) really thinks I am worthwhile.
50. He (she) responds to me mechanically.
51. Whether I like or dislike myself makes no difference in the way he (she) feels about me.
52. I don't think that he (she) is being honest with himself (herself) about the way he (she) feels about me.
53. He (she) dislikes me.
54. He (she) looks at the things I do from his (her) own point of view.
55. Sometimes he (she) seems to like me and at other times he (she) doesn't seem to care.

ONE MORE PAGE, PLEASE

THE FIRST ITEM ON THIS PAGE IS #56. PLEASE CHECK YOUR ANSWER SHEET TO SEE THAT YOU ARE IN THE CORRECT PLACE.

56. I feel that he (she) is being genuine with me.
57. He (she) is impatient with me.
58. He (she) generally sees how I am feeling.
59. He (she) likes me better when I behave in some ways than he (she) does when I behave in other ways.
60. Sometimes I can see that he (she) is not comfortable with me, but we go on paying no attention to it.
61. He (she) feels a deep liking for me.
62. He (she) understands completely what I say to him (her).
63. Whether I feel fine or feel awful makes no difference to how he (she) feels about me.
64. He (she) does not try to mislead me about his (her) own thoughts or feelings.
65. He (she) thinks I'm disagreeable.
66. He (she) can be fully aware of the feelings that hurt me most without being upset himself (herself).
67. I can be very critical of him (her) or I can like him (her) without it changing his (her) feeling toward me.
68. What he (she) says gives a false impression of his (her) total reaction to me.
69. At times he (she) feels contempt for me.
70. Even when I can't say quite what I mean, he (she) still understands me.
71. I think that my feeling toward him (her) helps to cause him (her) to feel the way he does toward me.
72. He (she) tries to avoid telling me anything that might upset me.

That's all. Thank you.

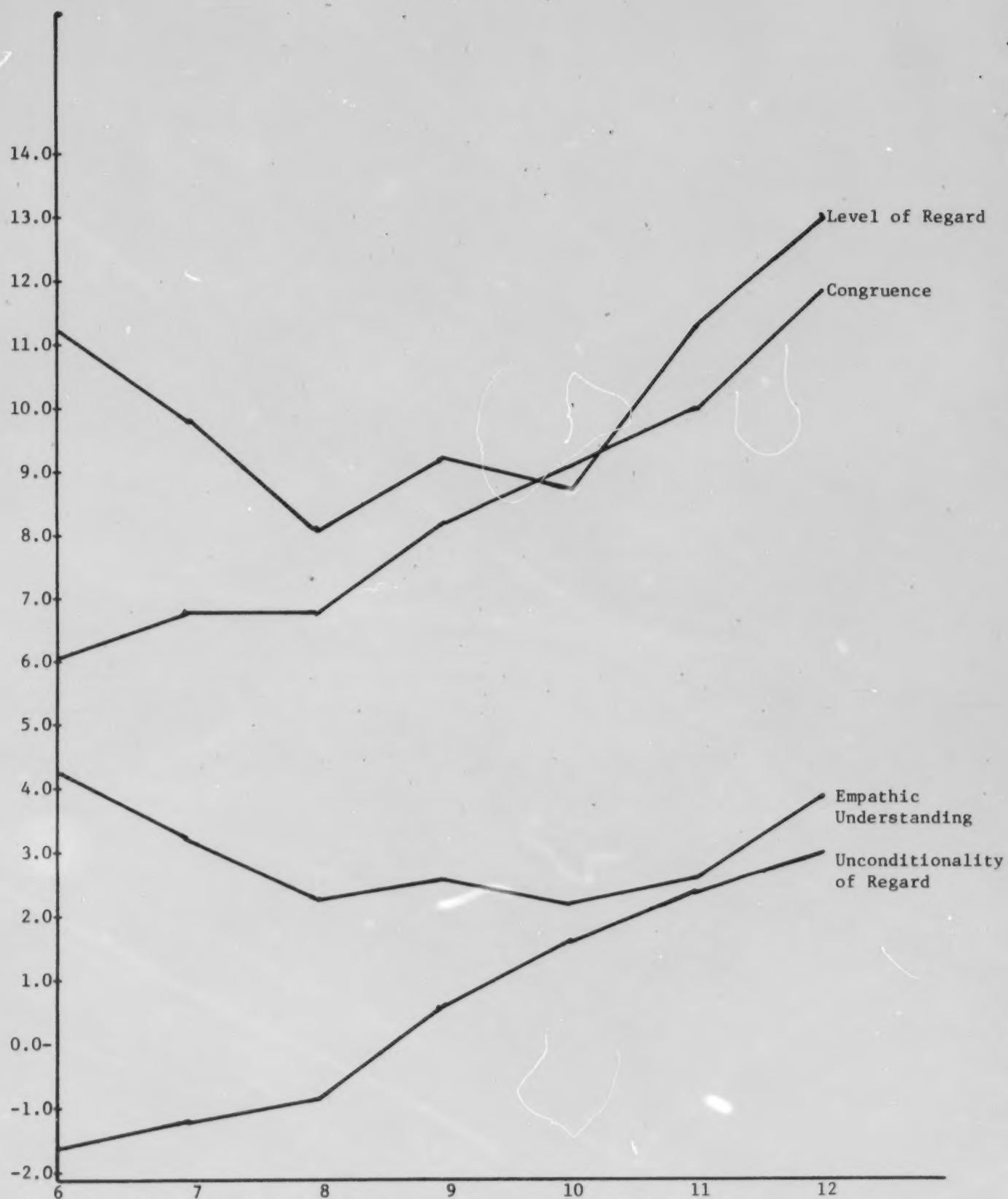


Figure 12. Relationship Inventory scores by grade.

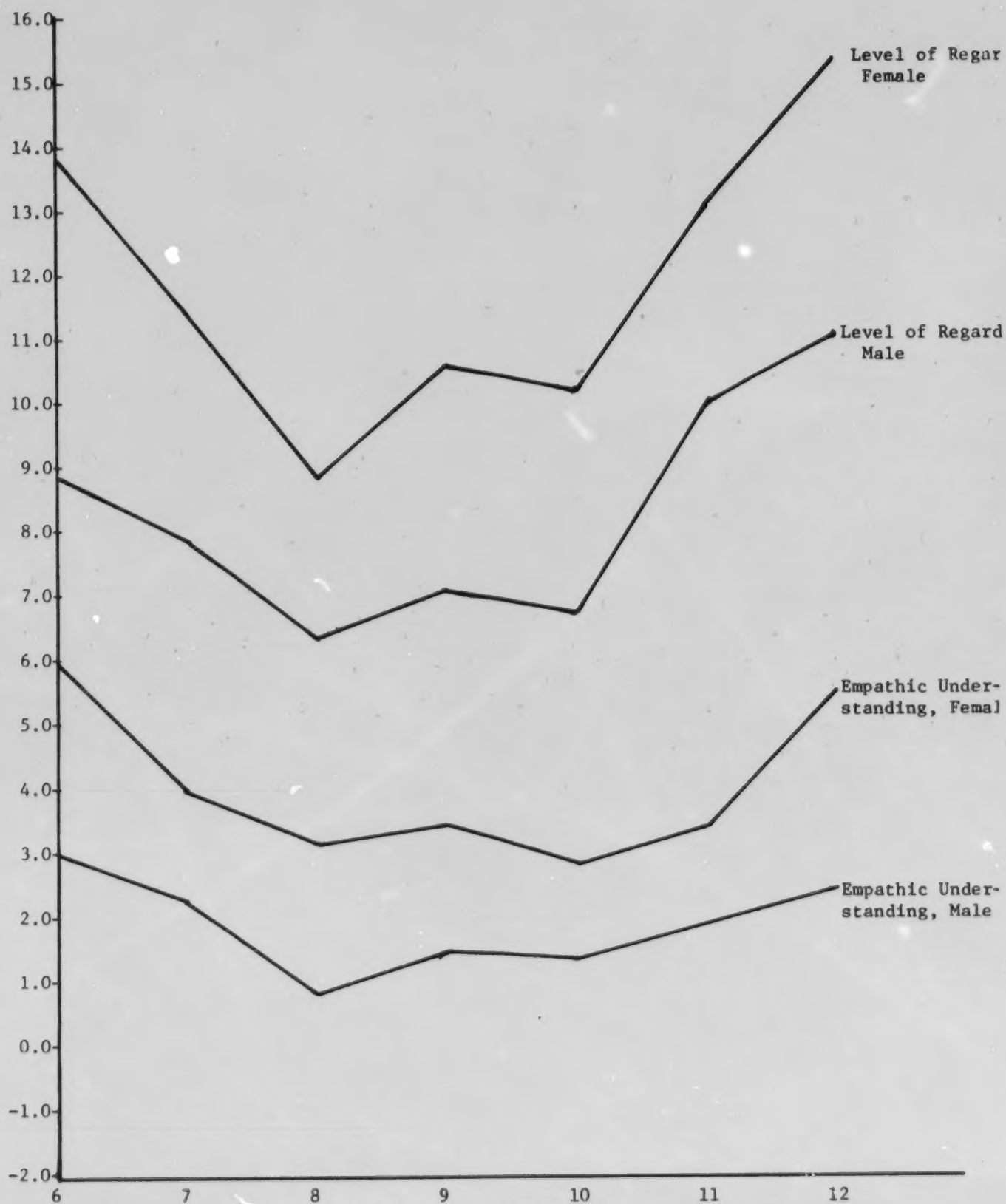


Figure 13. Level of Regard and Empathic Understanding scores by sex and grade.

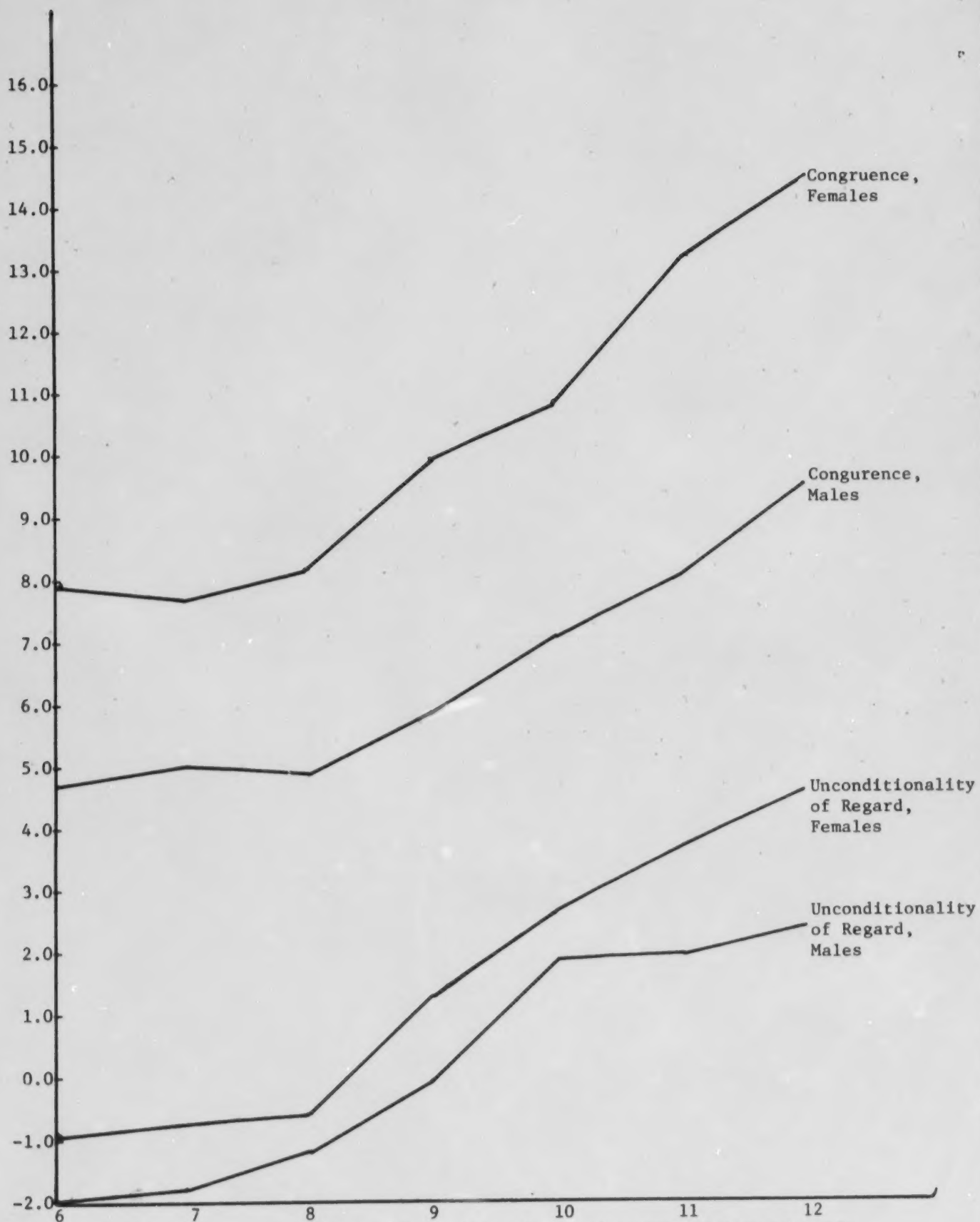


Figure 14. Congruence and Unconditionality of Regard scores by sex and grade.

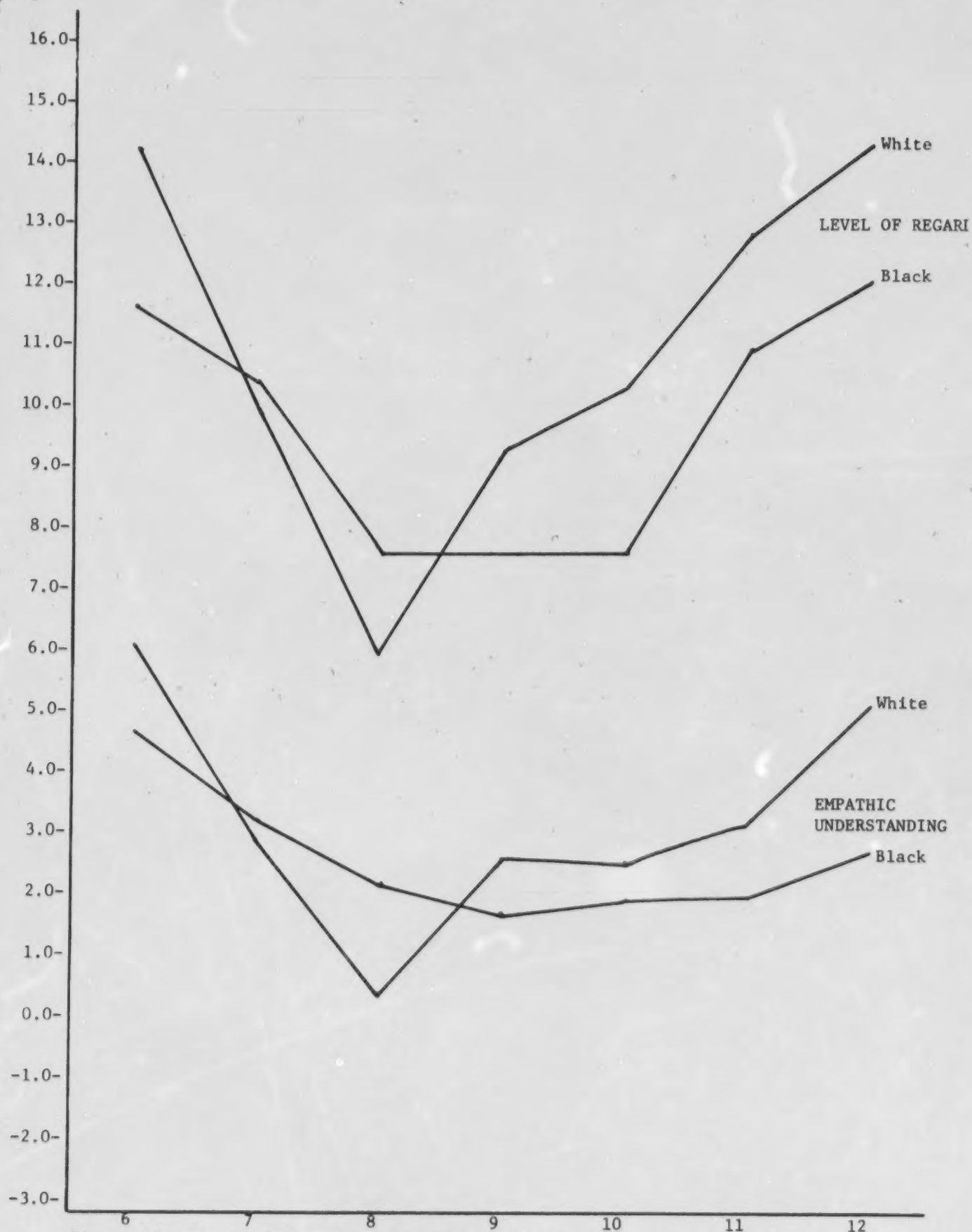


Figure 15. Level of Regard and Empathic Understanding scores by race and grade.

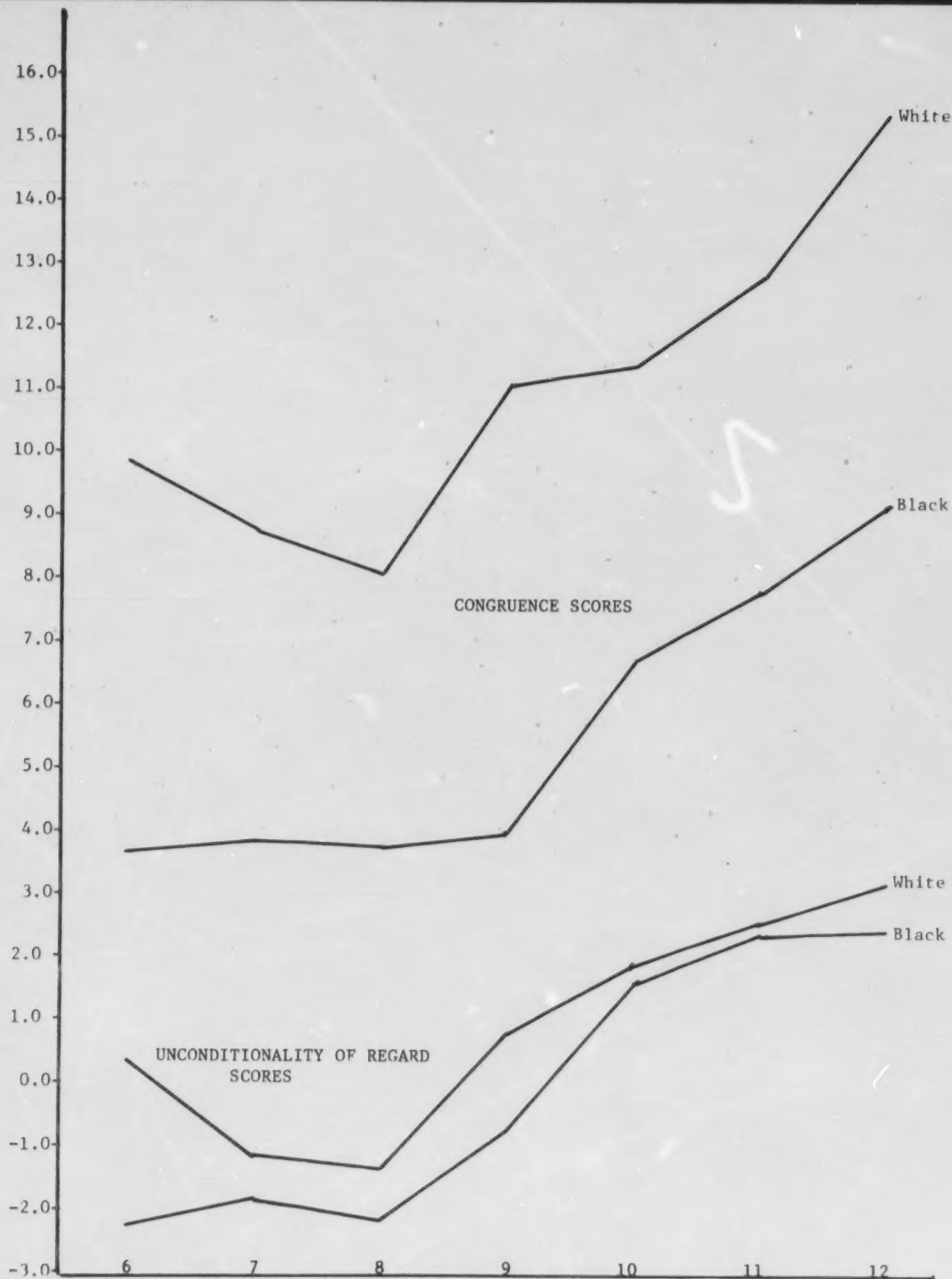


Figure 16. Distributions of Congruence and Unconditionality of Regard Scores by race and grade.

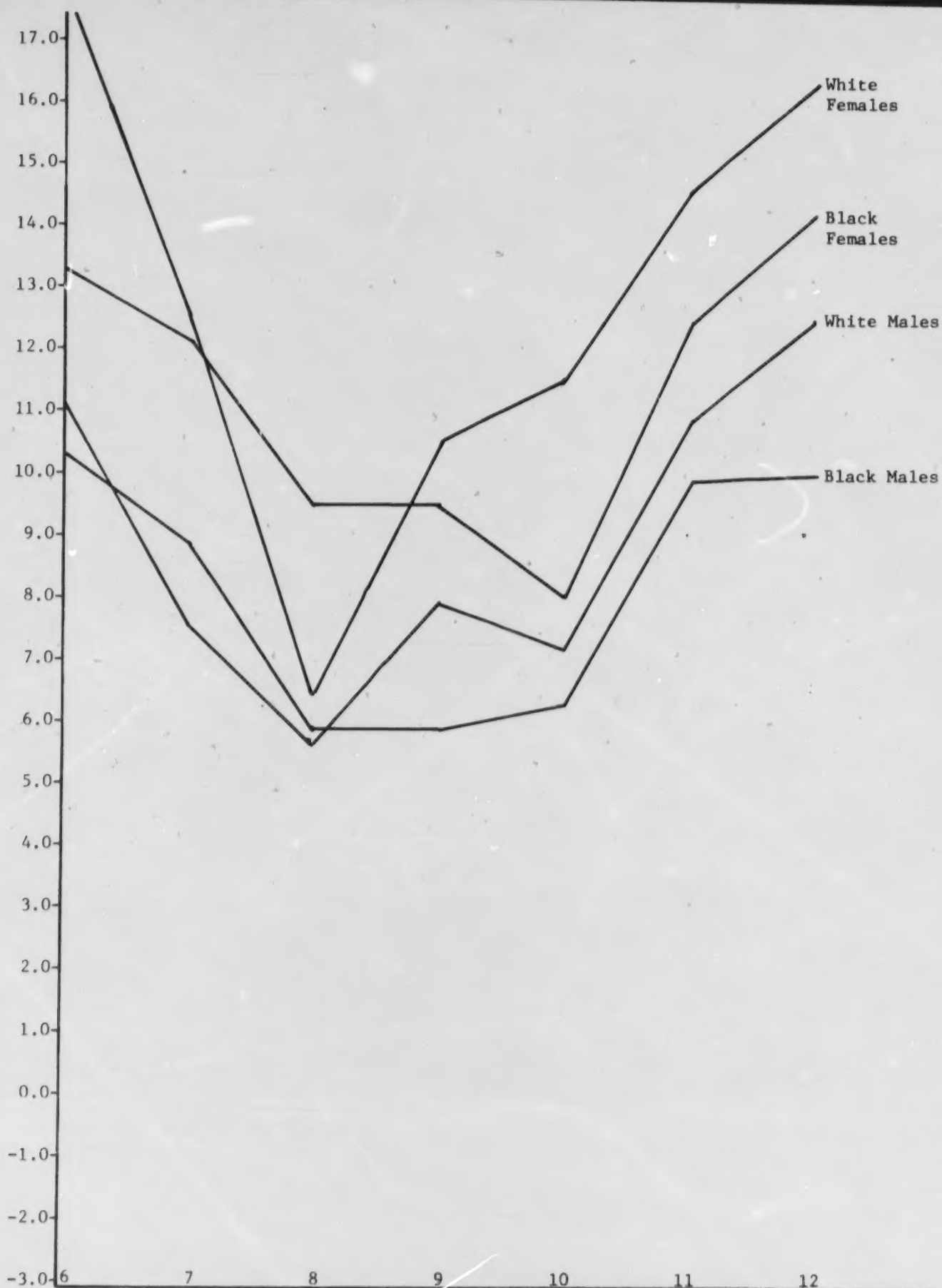


Figure 17. Distribution of Level of Regard scores by sex and race groups and by grade.

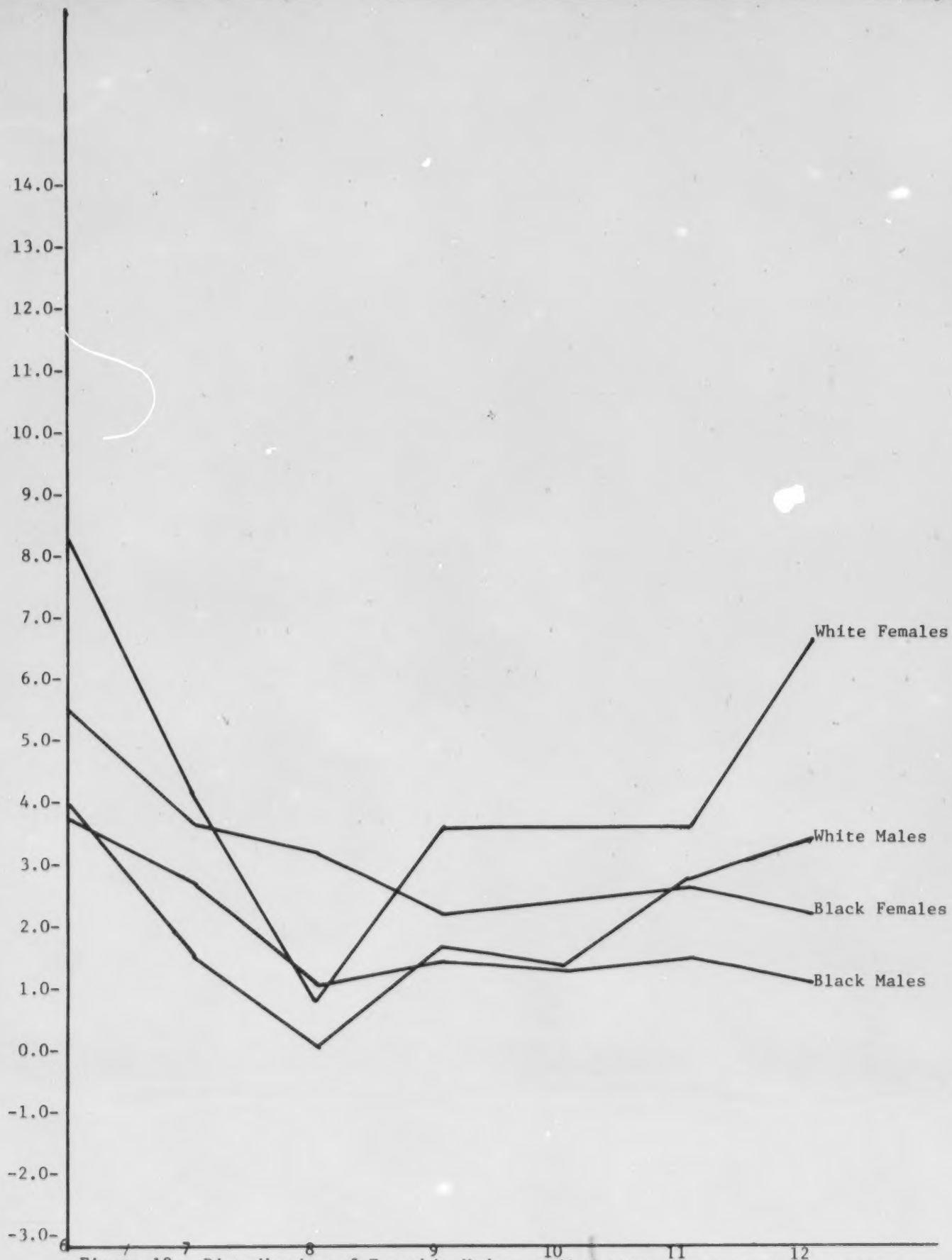


Figure 18. Distribution of Empathic Understanding scores by sex and race groups by grade.

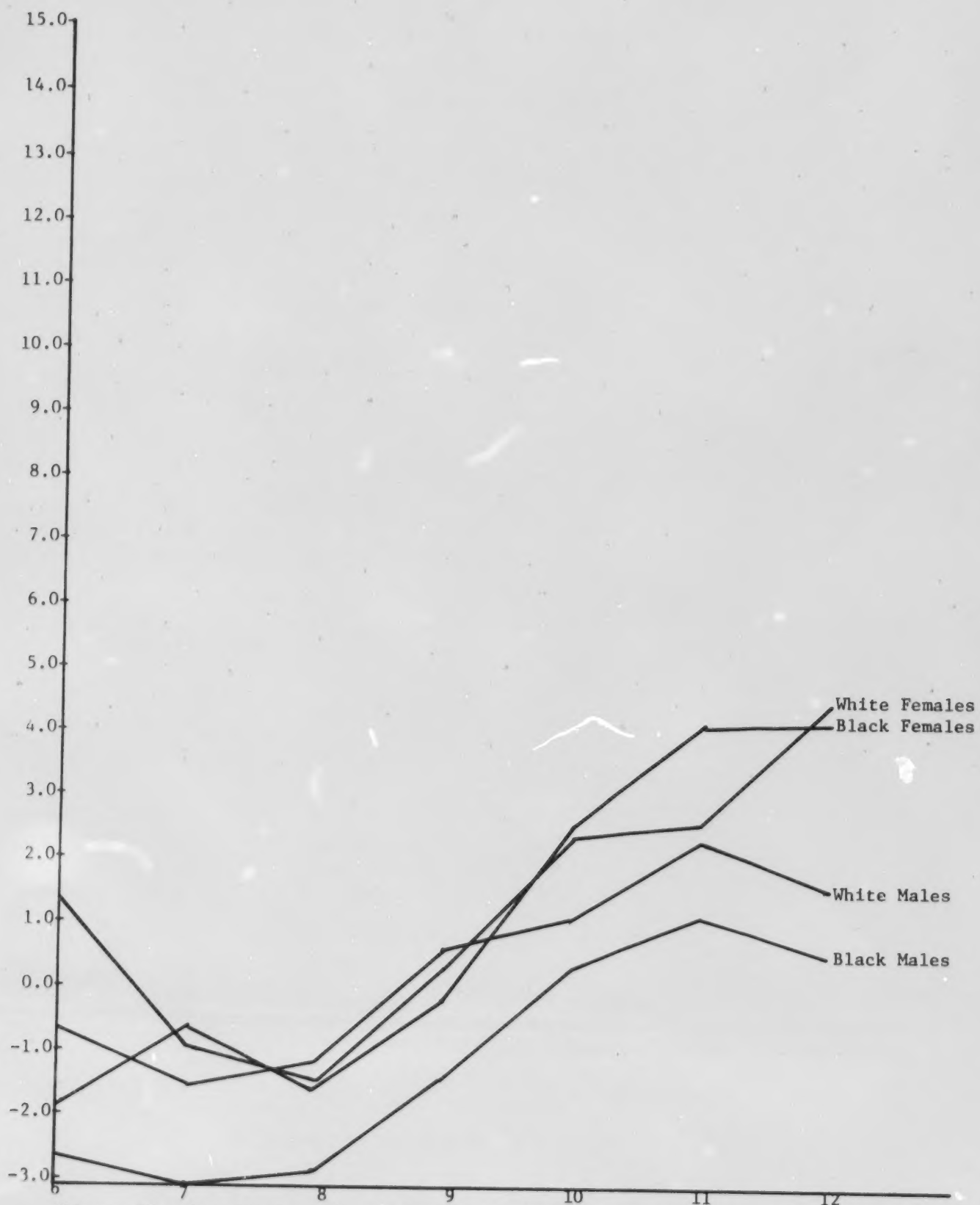


Figure 19. Unconditionality of Regard scores by sex, race, and grade.

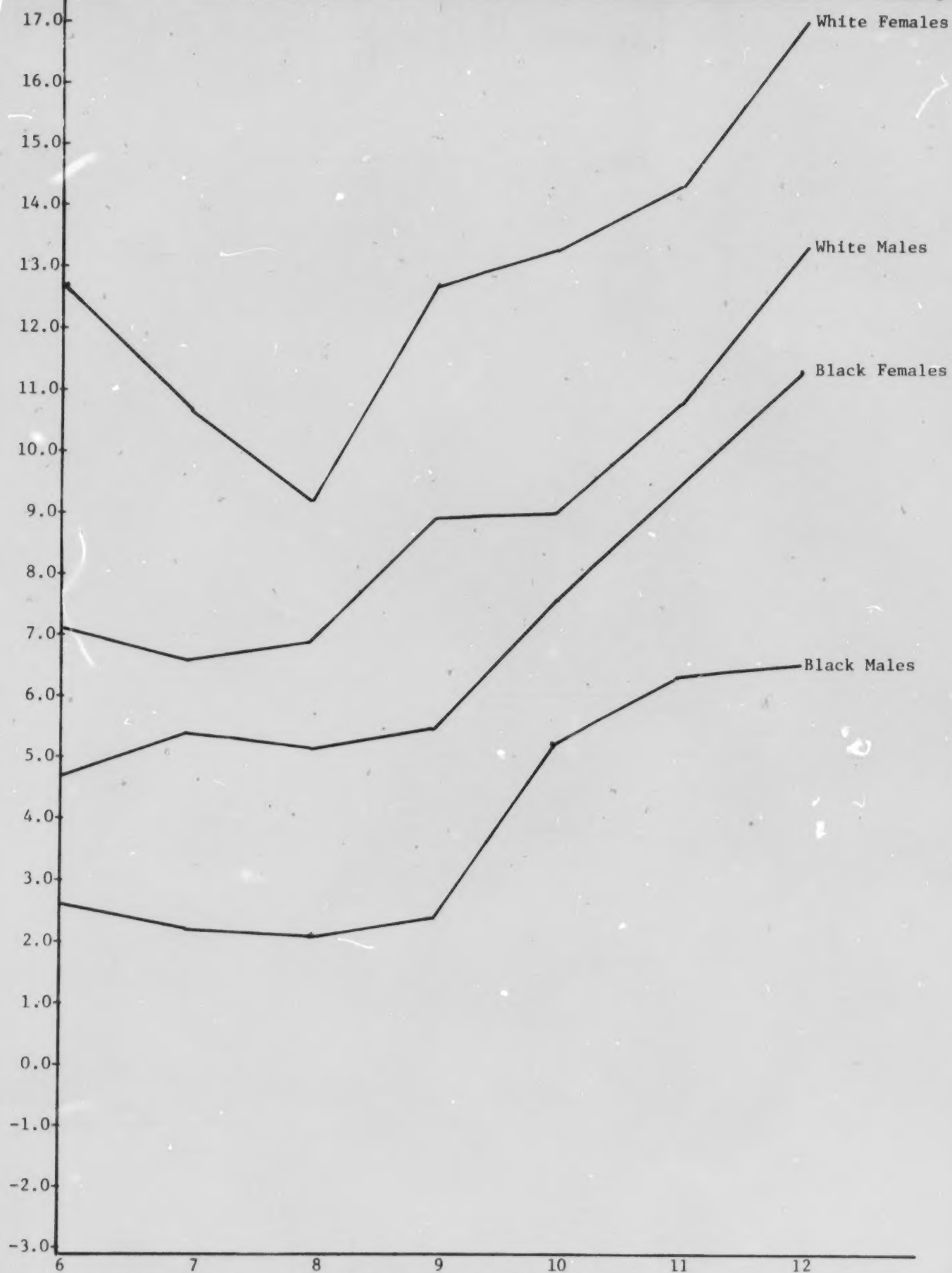


Figure 20 Congruence scores by sex, race, and grade.

OTHER PEOPLE

1 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	2 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	3 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐
4 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	5 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	6 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐
7 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	8 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	9 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐
10 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	11 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	12 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐
13 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	14 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	15 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐
16 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	17 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐	18 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐
19 YES NO SOMETIMES ☐ ☐ ☐ YES NO DON'T CARE ☐ ☐ ☐ YES NO SOMETIMES ☐ ☐ ☐		

Figure 21. Continued

JUNIOR HIGH SCHOOL IAV

SELF FORM

DIRECTIONS: To make your response, blacken the appropriate circle. Make your mark fill the entire circle.

**BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE**

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

I
I AM LIKE THIS

II
THE WAY I FEEL ABOUT
BEING AS I AM

III
I WISH I WERE
LIKE THIS

MOST OF THE TIME
ABOUT ONE HALF OF
THE TIME
HARDLY EVER

I LIKE IT
I NEITHER LIKE NOR
DISLIKE IT
I DISLIKE IT

MOST OF THE TIME
ABOUT ONE HALF OF
THE TIME
HARDLY EVER

agreeable
alert
brave
busy
careful
cheerful
considerate
cooperative
dependable
fair
friendly
generous
good
good sport
happy
helpful
honest
kind
loyal
likeable
obedient
patient
polite
popular
quiet
reliable
sincere
smart
studious
successful
thoughtful
trustworthy
understanding
unselfish
useful

agreeable
alert
brave
busy
careful
cheerful
considerate
cooperative
dependable
fair
friendly
generous
good
good sport
happy
helpful
honest
kind
loyal
likeable
obedient
patient
polite
popular
quiet
reliable
sincere
smart
studious
successful
thoughtful
trustworthy
understanding
unselfish
useful

SEX

DATE

MIDDLE

FIRST

LAST

CITY

SCHOOL

University of Alabama Press

Figure 22. Sample copy of the Junior High School Index of Adjustment and Values.

JUNIOR HIGH SCHOOL IAV

OTHERS FORM

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	I HE IS LIKE THIS			II THE WAY HE FEELS ABOUT BEING AS HE IS			III HE WISHES HE WERE LIKE THIS			
	MOST OF THE TIME	ABOUT ONE HALF OF THE TIME	HARDLY EVER	HE LIKES IT	HE NEITHER LIKES NOR DISLIKES IT	HE DISLIKES IT	MOST OF THE TIME	ABOUT ONE HALF OF THE TIME	HARDLY EVER	
agreeable	☐	☐	☐	☐	☐	☐	☐	☐	☐	agreeable
alert	☐	☐	☐	☐	☐	☐	☐	☐	☐	alert
brave	☐	☐	☐	☐	☐	☐	☐	☐	☐	brave
busy	☐	☐	☐	☐	☐	☐	☐	☐	☐	busy
careful	☐	☐	☐	☐	☐	☐	☐	☐	☐	careful
cheerful	☐	☐	☐	☐	☐	☐	☐	☐	☐	cheerful
considerate	☐	☐	☐	☐	☐	☐	☐	☐	☐	considerate
cooperative	☐	☐	☐	☐	☐	☐	☐	☐	☐	cooperative
dependable	☐	☐	☐	☐	☐	☐	☐	☐	☐	dependable
fair	☐	☐	☐	☐	☐	☐	☐	☐	☐	fair
friendly	☐	☐	☐	☐	☐	☐	☐	☐	☐	friendly
generous	☐	☐	☐	☐	☐	☐	☐	☐	☐	generous
good	☐	☐	☐	☐	☐	☐	☐	☐	☐	good
good sport	☐	☐	☐	☐	☐	☐	☐	☐	☐	good sport
happy	☐	☐	☐	☐	☐	☐	☐	☐	☐	happy
helpful	☐	☐	☐	☐	☐	☐	☐	☐	☐	helpful
honest	☐	☐	☐	☐	☐	☐	☐	☐	☐	honest
kind	☐	☐	☐	☐	☐	☐	☐	☐	☐	kind
loyal	☐	☐	☐	☐	☐	☐	☐	☐	☐	loyal
likeable	☐	☐	☐	☐	☐	☐	☐	☐	☐	likeable
obedient	☐	☐	☐	☐	☐	☐	☐	☐	☐	obedient
patient	☐	☐	☐	☐	☐	☐	☐	☐	☐	patient
polite	☐	☐	☐	☐	☐	☐	☐	☐	☐	polite
popular	☐	☐	☐	☐	☐	☐	☐	☐	☐	popular
quiet	☐	☐	☐	☐	☐	☐	☐	☐	☐	quiet
reliable	☐	☐	☐	☐	☐	☐	☐	☐	☐	reliable
sincere	☐	☐	☐	☐	☐	☐	☐	☐	☐	sincere
smart	☐	☐	☐	☐	☐	☐	☐	☐	☐	smart
studious	☐	☐	☐	☐	☐	☐	☐	☐	☐	studious
successful	☐	☐	☐	☐	☐	☐	☐	☐	☐	successful
thoughtful	☐	☐	☐	☐	☐	☐	☐	☐	☐	thoughtful
trustworthy	☐	☐	☐	☐	☐	☐	☐	☐	☐	trustworthy
understanding	☐	☐	☐	☐	☐	☐	☐	☐	☐	understanding
unselfish	☐	☐	☐	☐	☐	☐	☐	☐	☐	unselfish
useful	☐	☐	☐	☐	☐	☐	☐	☐	☐	useful

Figure 2. Continued

**BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE**

NAME _____ DATE _____ SEX _____ CLASS _____
LAST FIRST MIDDLE

SCHOOL _____ CITY _____ AGE _____

	I	II	III	
active	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	active
alert	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	alert
carefree	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	carefree
cheerful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	cheerful
considerate	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	considerate
cooperative	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	cooperative
courteous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	courteous
dependable	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	dependable
democratic	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	democratic
faithful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	faithful
friendly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	friendly
generous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	generous
happy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	happy
helpful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	helpful
honest	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	honest
humorous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	humorous
intelligent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	intelligent
interesting	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	interesting
kind	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	kind
loyal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	loyal
neat	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	neat
obedient	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	obedient
patient	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	patient
playful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	playful
polite	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	polite
quiet	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	quiet
sharing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	sharing
sincere	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	sincere
studious	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	studious
sociable	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	sociable
tactful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	tactful
thoughtful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	thoughtful
thrifty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	thrifty
trustworthy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	trustworthy
truthful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	truthful
understanding	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	understanding
unselfish	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	unselfish

HIGH SCHOOL IAV

OTHERS FORM

DIRECTIONS: To make your responses, blacken the appropriate circle. Make your mark fill in the entire circle.

**BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE**

	I	II	III	
active	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	active
alert	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	alert
carefree	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	carefree
cheerful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	cheerful
considerate	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	considerate
cooperative	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	cooperative
courteous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	courteous
dependable	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	dependable
democratic	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	democratic
faithful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	faithful
friendly	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	friendly
generous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	generous
happy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	happy
helpful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	helpful
honest	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	honest
humorous	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	humorous
intelligent	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	intelligent
interesting	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	interesting
kind	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	kind
loyal	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	loyal
neat	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	neat
obedient	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	obedient
patient	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	patient
playful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	playful
polite	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	polite
quiet	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	quiet
sharing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	sharing
sincere	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	sincere
studious	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	studious
sociable	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	sociable
tactful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	tactful
thoughtful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	thoughtful
thrifty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	thrifty
trustworthy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	trustworthy
truthful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	truthful
understanding	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	understanding
unselfish	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	unselfish

Self Instructions, Elementary School
Index of Adjustment and Values

DIRECTIONS: Each one of us would like to know more about himself; so let's see if we can do just that by playing this game.

I am going to read some sentences to you. I want you to tell me just exactly how you feel. There are no right or wrong answers, because everyone is different.

- | | |
|---|---|
| 1. Are you truthful?
Do you like the way you are?
Would you like to be truthful? | 11. Are you nice looking?
Do you like the way you are?
Would you like to be nice looking? |
| 2. Are you helpful?
Do you like the way you are?
Would you like to be helpful? | 12. Are you honest?
Do you like the way you are?
Would you like to be honest? |
| 3. Do you play fair?
Do you like the way you are about being fair?
Would you like to be fair? | 13. Do you play with others?
Do you like the way you are?
Would you like to play with others? |
| 4. Are you kind?
Do you like the way you are?
Would you like to be kind? | 14. Do you get mad?
Do you like the way you are?
Do you like to get mad? |
| 5. Are you smart?
Do you like the way you are?
Would you like to be smart? | 15. Do you make fun of others?
Do you like the way you are?
Do you like to make fun of others? |
| 6. Are you healthy?
Do you like the way you are?
Would you like to be healthy? | 16. Do you say and do funny things?
Do you like the way you are?
Would you like to say and do funny things? |
| 7. Are you happy?
Are you glad you are this way?
Would you like to be happy? | 17. Do you like grown ups?
Do you like the way you are?
Do you want to like grown ups? |
| 8. Are you brave?
Do you like the way you are?
Would you like to be brave? | 18. Are you a good worker?
Do you like the way you are?
Would you like to do good work? |
| 9. Are you friendly?
Do you like the way you are?
Would you like to be friendly? | 19. Do you get scared?
Do you like the way you are?
Would you like to get scared? |
| 10. Do you share your toys?
Do you like the way you are?
Would you like to share your toys? | |

Figure 24. Questions for the "Self" form of the Elementary School Index of Adjustment and Values (ESIAV).

Others Instructions, Elementary School
Index of Adjustment & Values

TO THE TEACHER: In administering the Others form of the EIAV you should ask the children to think of other children they know and then try to answer the questions as they think most of these children would answer them for themselves. Below are the questions.

- | | |
|--|--|
| 1. Is he truthful?
Does he like the way he is?
Would he like to be truthful? | 11. Is he nice looking?
Does he like being the way he is?
Would he like to be nice looking? |
| 2. Is he helpful?
Does he like being the way he is?
Would he like to be helpful? | 12. Is he honest?
Does he like being the way he is?
Would he like to be honest? |
| 3. Does he play fair?
Does he like being the way he is about being fair?
Would he like to be fair? | 13. Does he play with others?
Does he like being the way he is?
Would he like to play with others? |
| 4. Is he kind?
Does he like being the way he is?
Would he like to be kind? | 14. Does he get mad?
Does he like being the way he is?
Would he like to get mad? |
| 5. Is he smart?
Does he like being the way he is?
Would he like to be smart? | 15. Does he make fun of others?
Does he like being the way he is?
Would he like to make fun of others? |
| 6. Is he healthy?
Does he like being the way he is?
Would he like to be healthy? | 16. Does he say and do funny things?
Does he like being the way he is?
Would he like to say and do funny things? |
| 7. Is he happy?
Is he glad he is this way?
Would he like to be happy? | 17. Does he like grown ups?
Does he like being the way he is?
Does he want to like grown ups? |
| 8. Is he brave?
Does he like being the way he is?
Would he like to be brave? | 18. Is he a good worker?
Does he like being the way he is?
Would he like to do good work? |
| 9. Is he friendly?
Does he like being the way he is?
Would he like to be friendly? | 19. Does he get scared?
Does he like being the way he is?
Would he like to get scared? |
| 10. Does he share his toys?
Does he like being the way he is?
Would he like to share his toys? | |

Figure 25. Questions for the "Others" form of the Elementary School Index of Adjustment and Values (ESIAV).



Figure 26 Ideal Self scores by grade for the three levels of the Index of Adjustment and Values.

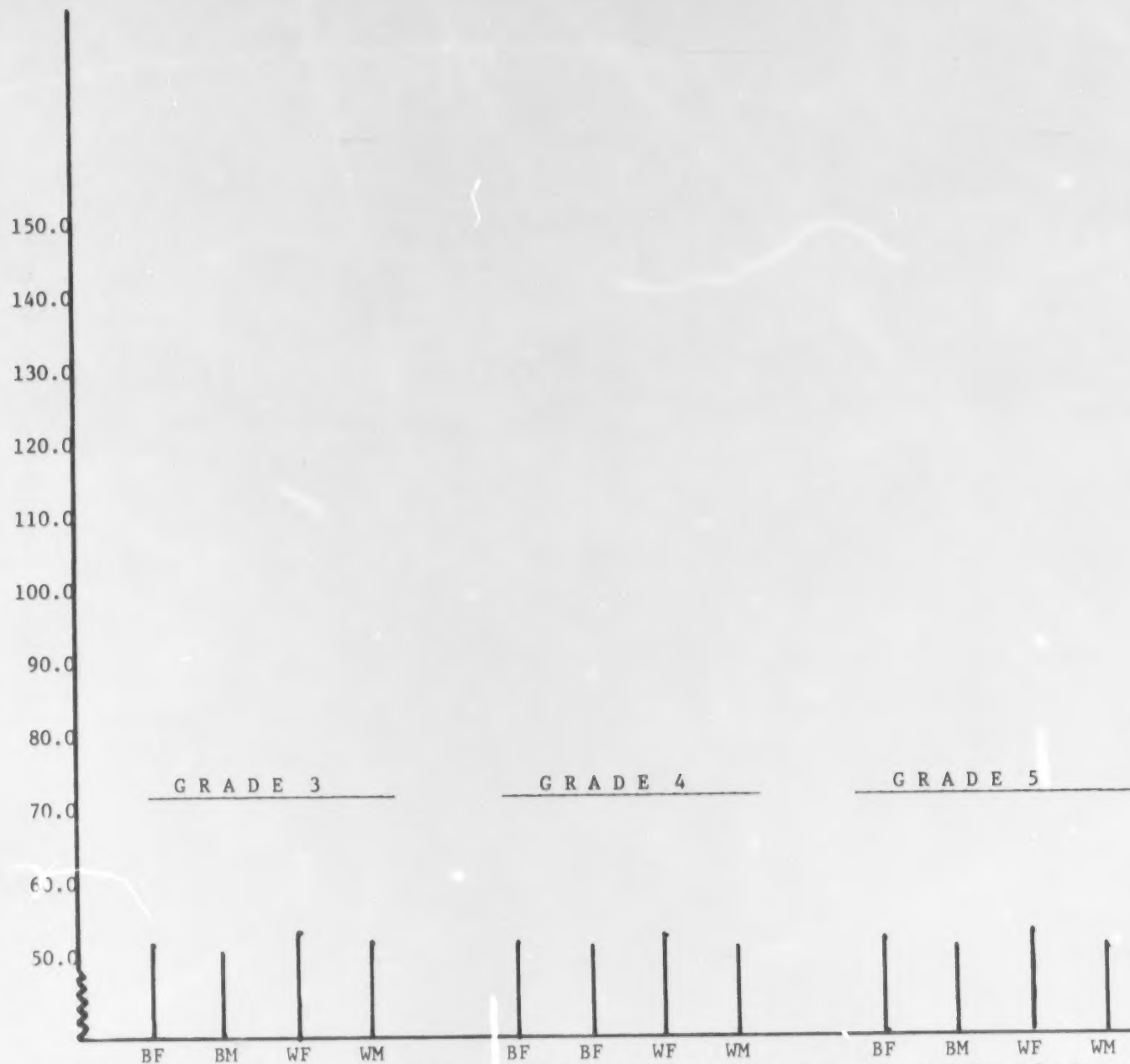


Figure 27. Ideal Self Scores by race and sex for the Elementary School Index of Adjustment and Values. (BF = Black Female, BM = Black Male, WF = White Female, WM = White Male)

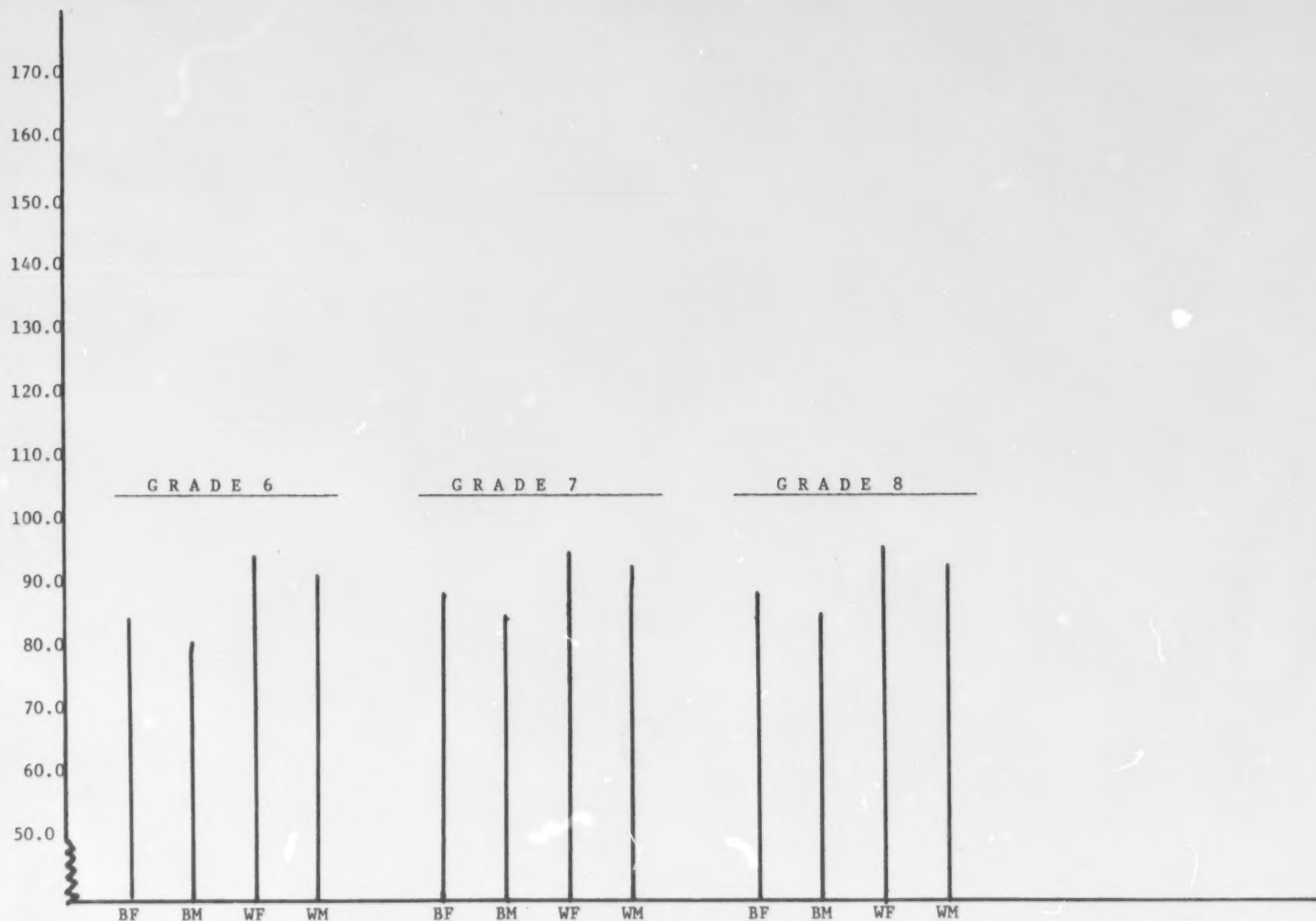


Figure 28. Ideal Self scores by race and sex for the Junior High School Index of Adjustment and Values. (BF = Black Female, BM = Black Male, WF = White Female, WM = White Male)

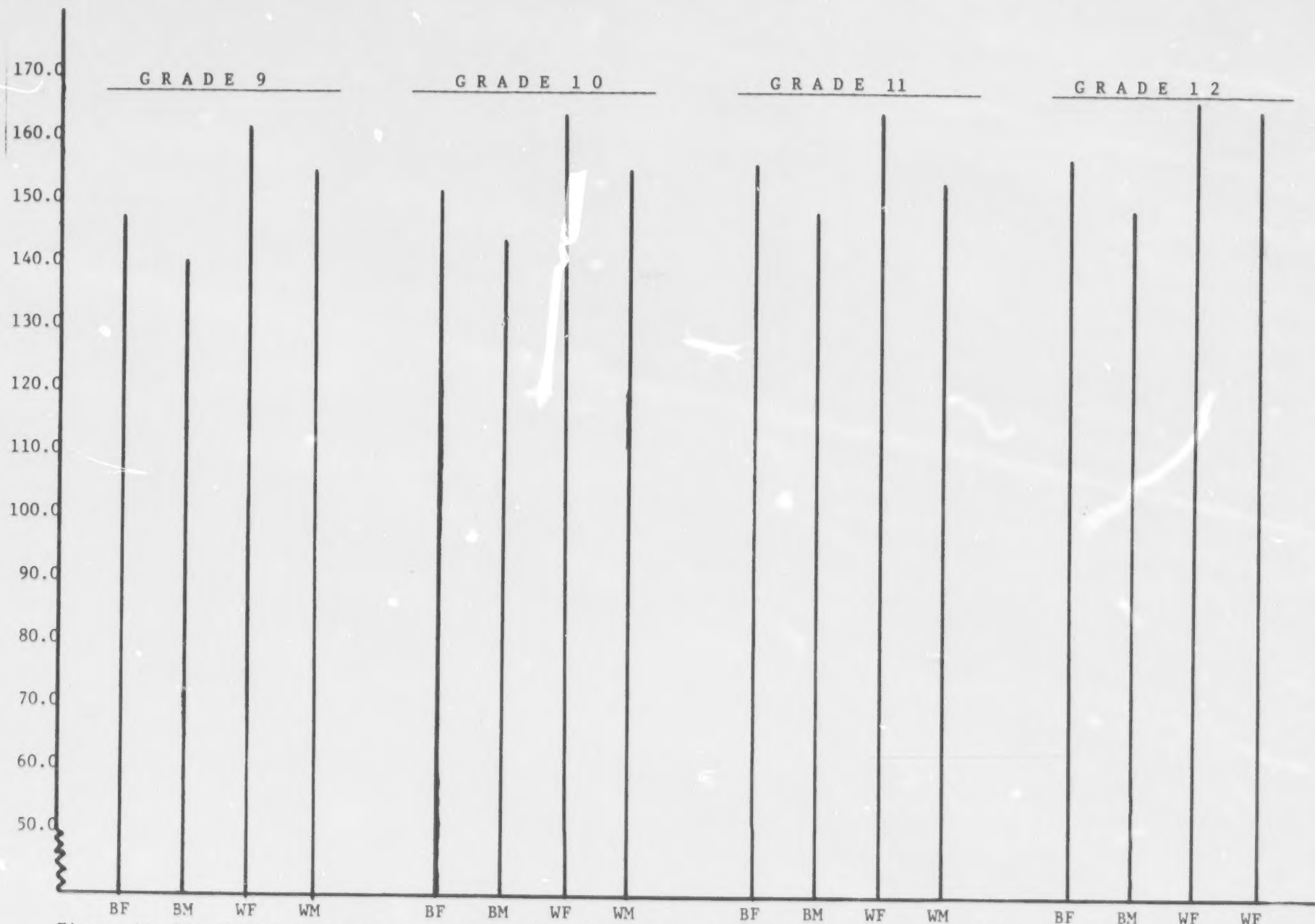


Figure 29. Ideal Self scores by race and sex for the High School Index of Adjustment and Values. (B = Black, F = Female)



Figure 30. Others Ideal Self Scores by race and sex for the Elementary School Index of Adjustment and Values. (BF = Black Female, BM = Black Male, WF = White Female, WM = White Male)



Figure 31. Others Ideal Self scores by race and sex for the Junior High School Index of Adjustment and Values. (BF = Black Female, BM = Black Male, WF = White Female, WM = White Male)

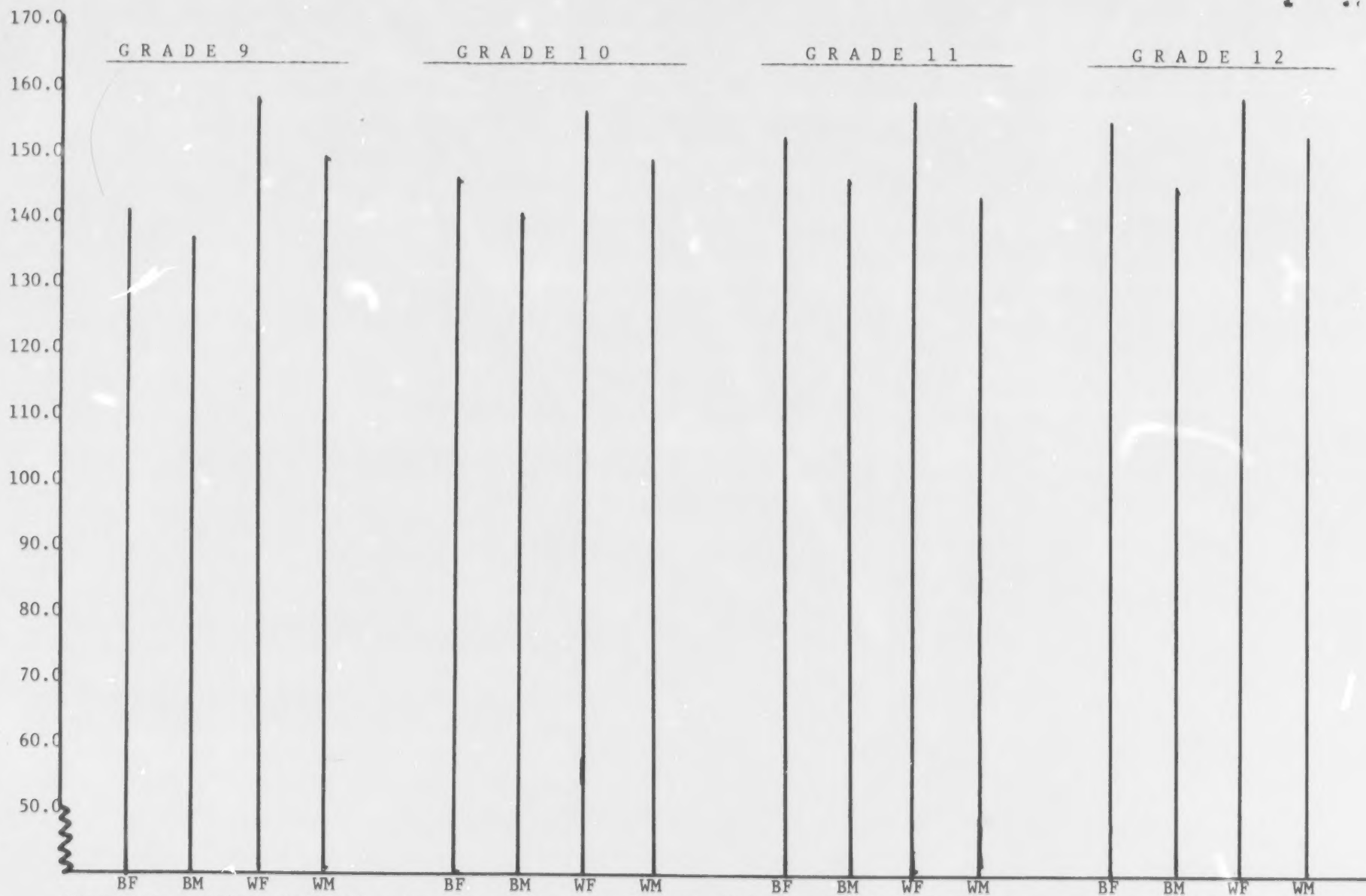


Figure 32. Others Ideal Self scores by race and sex for the High School Index of Adjustment and Values. (BF = Black Female, BM = Black Male, WF = White Female, WM = White Male)

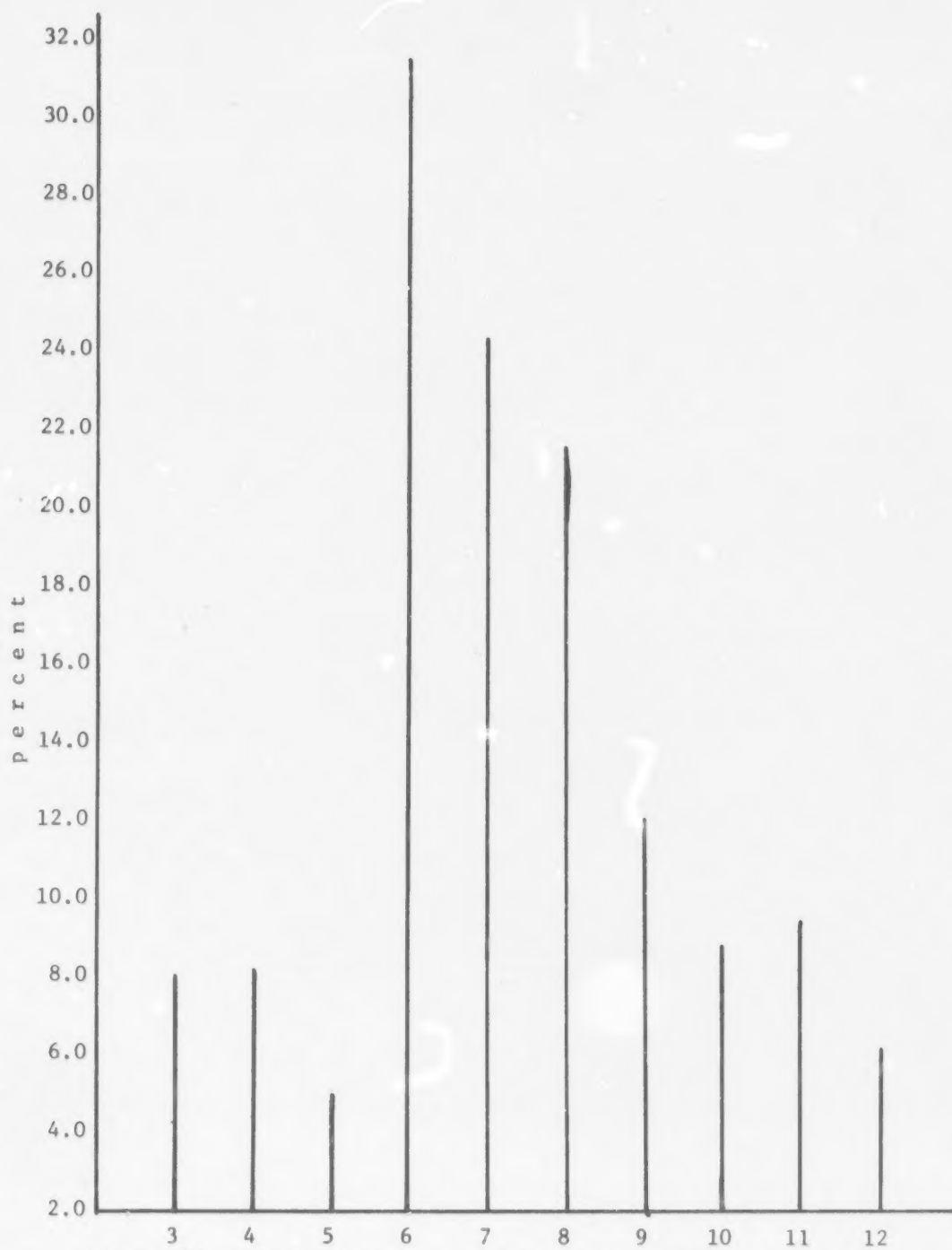


Figure 33. Percent Negative Self-Ideal Discrepancy by Grade.

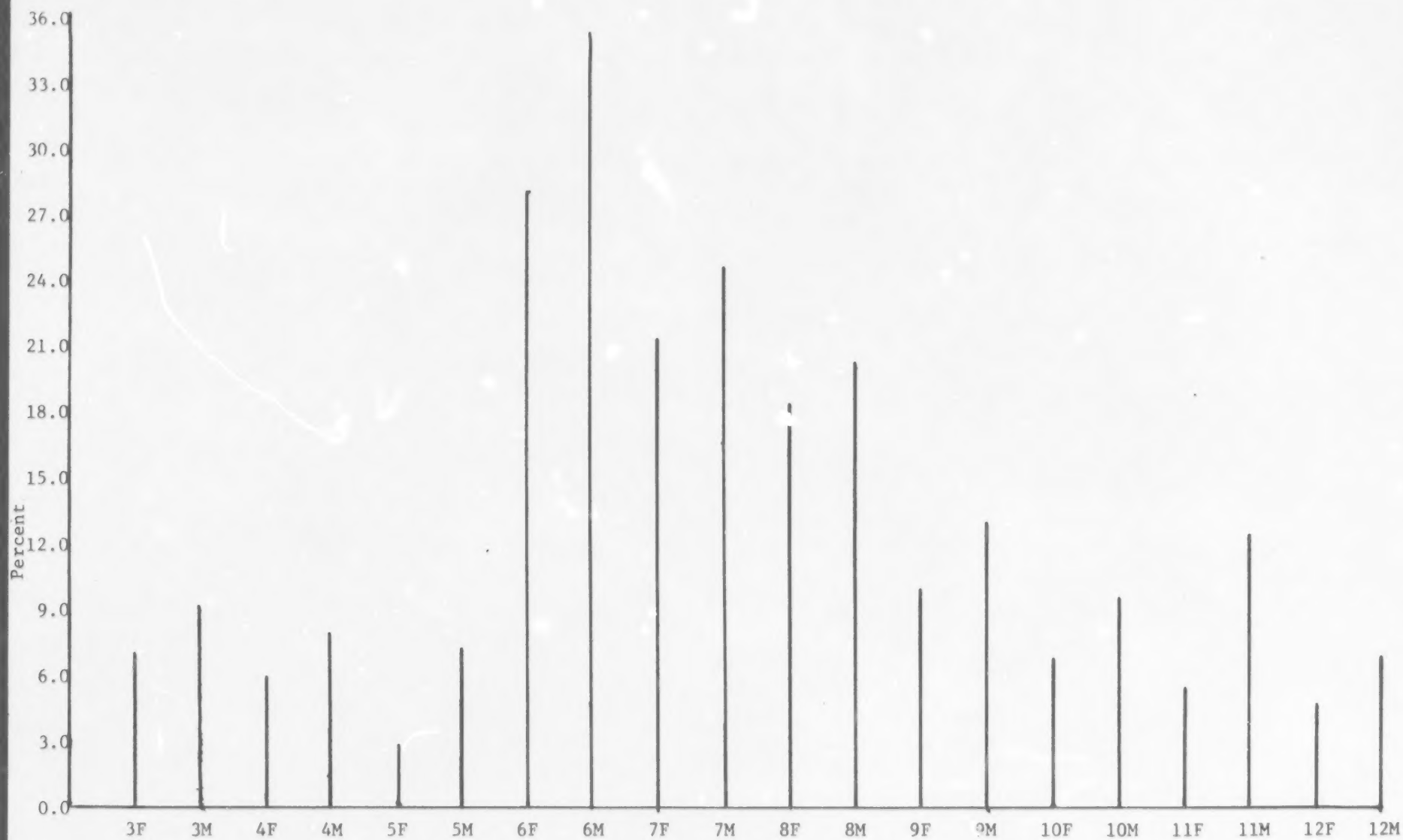


Figure 34. Percent Negative Self-Ideal Discrepancy by grade and sex. (3F = 3rd grade female, etc.)

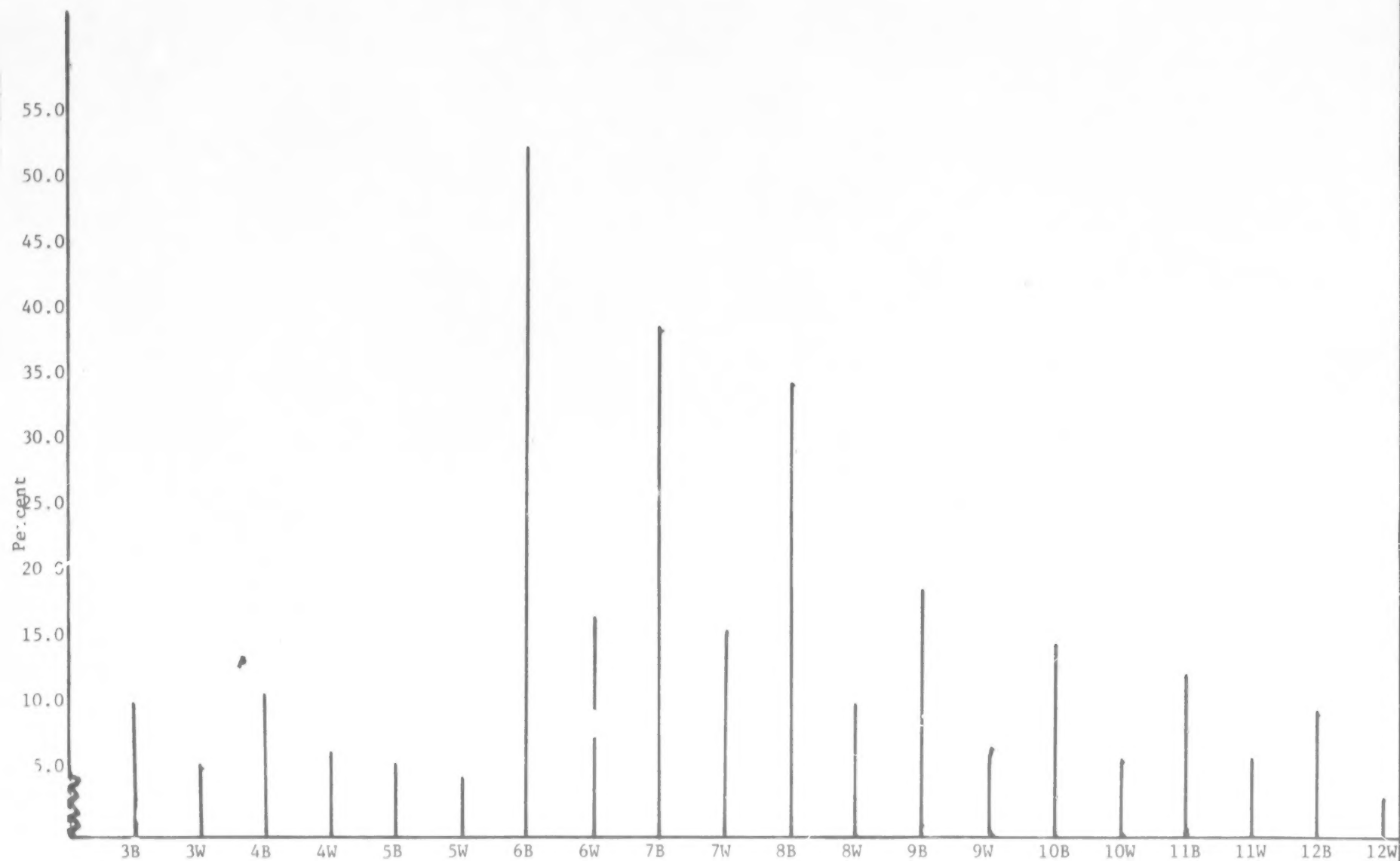


Figure 35. Percent Negative Self-Ideal Discrepancy by grade and race. (3B = 3rd grade Black, etc.)

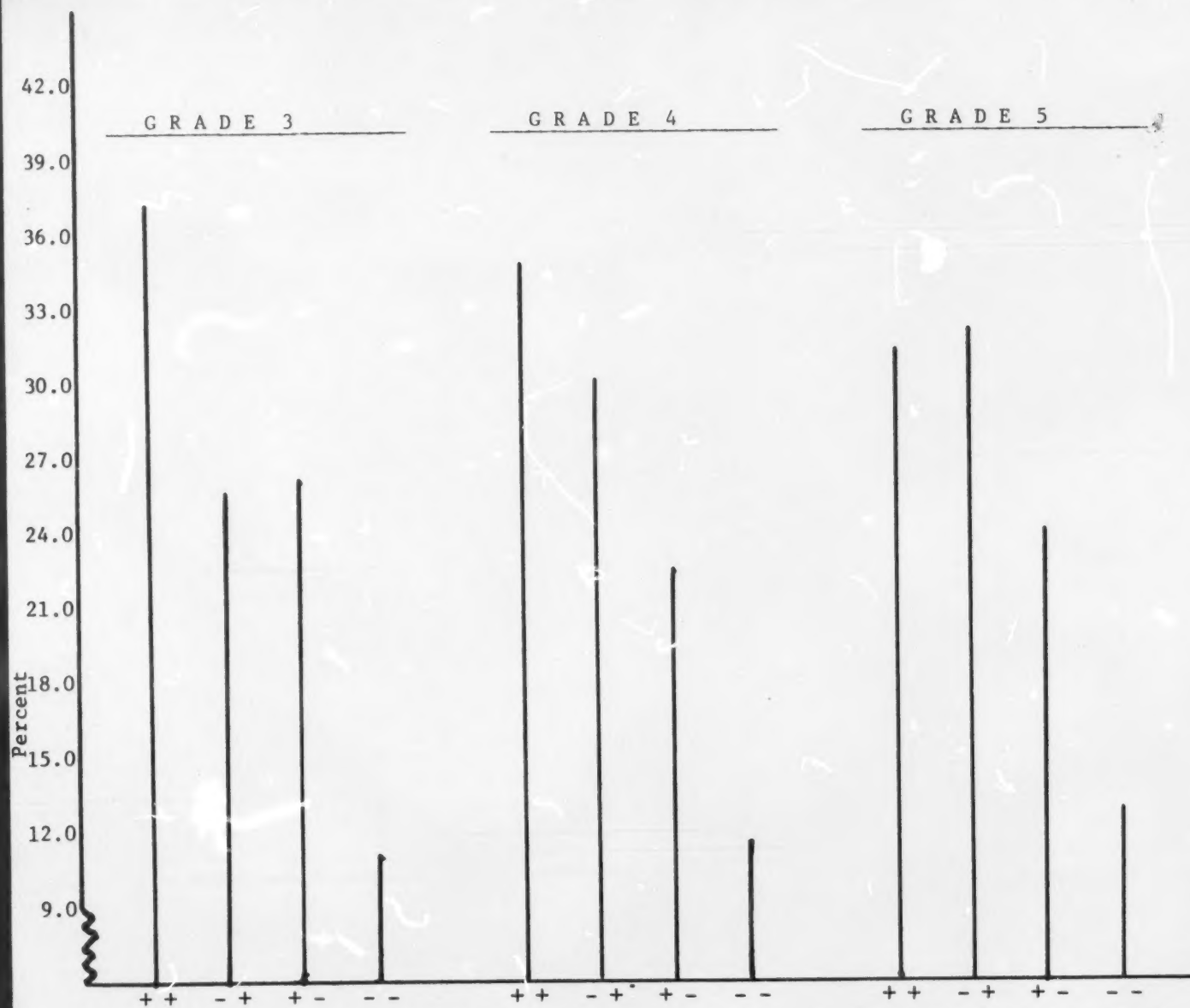


Figure 36. Percent of Category distributions by grade, Elementary School Index of Adjustment and Values.

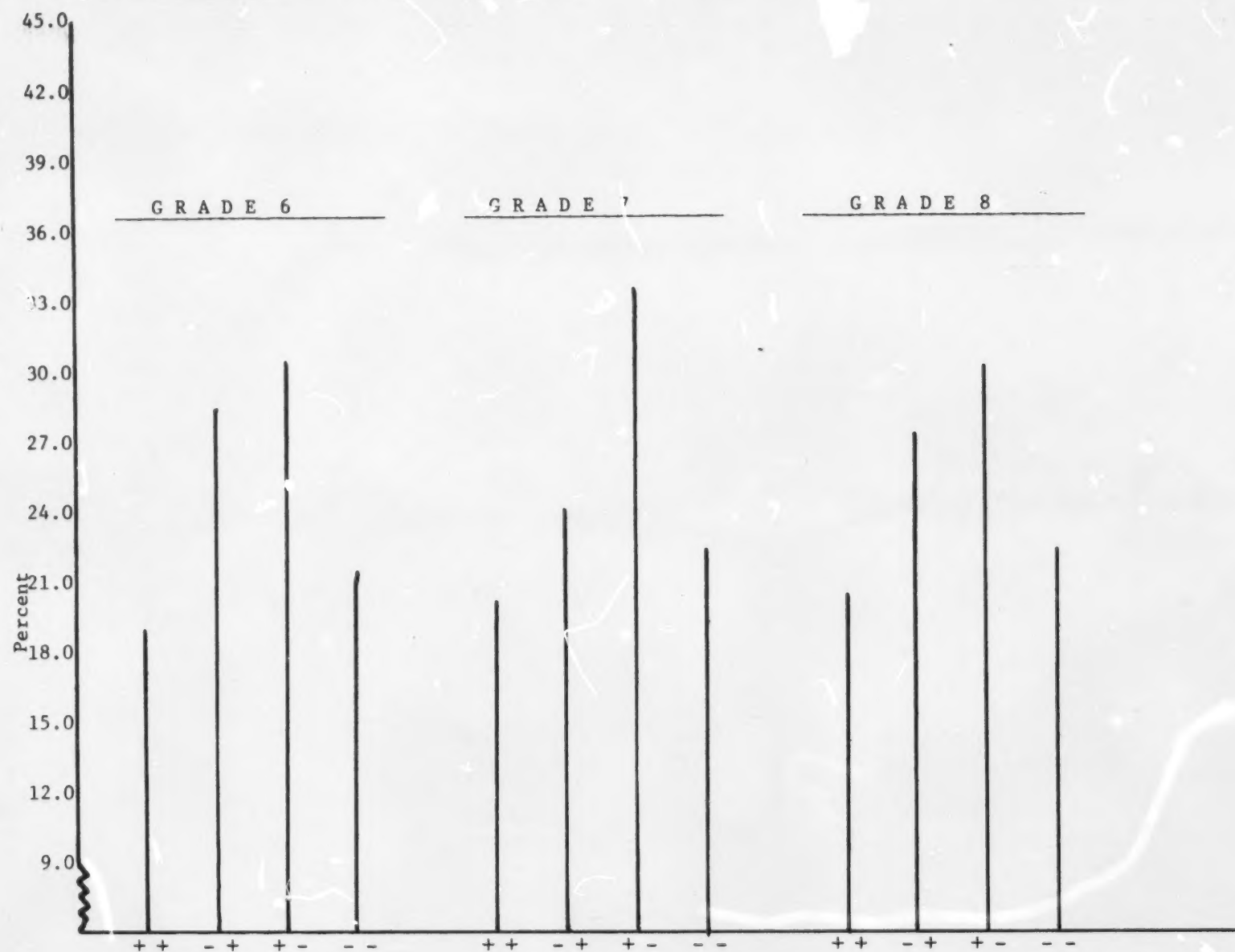


Figure 37. Percent of Category distributions by grade, Junior High School Index of Adjustment and Values.

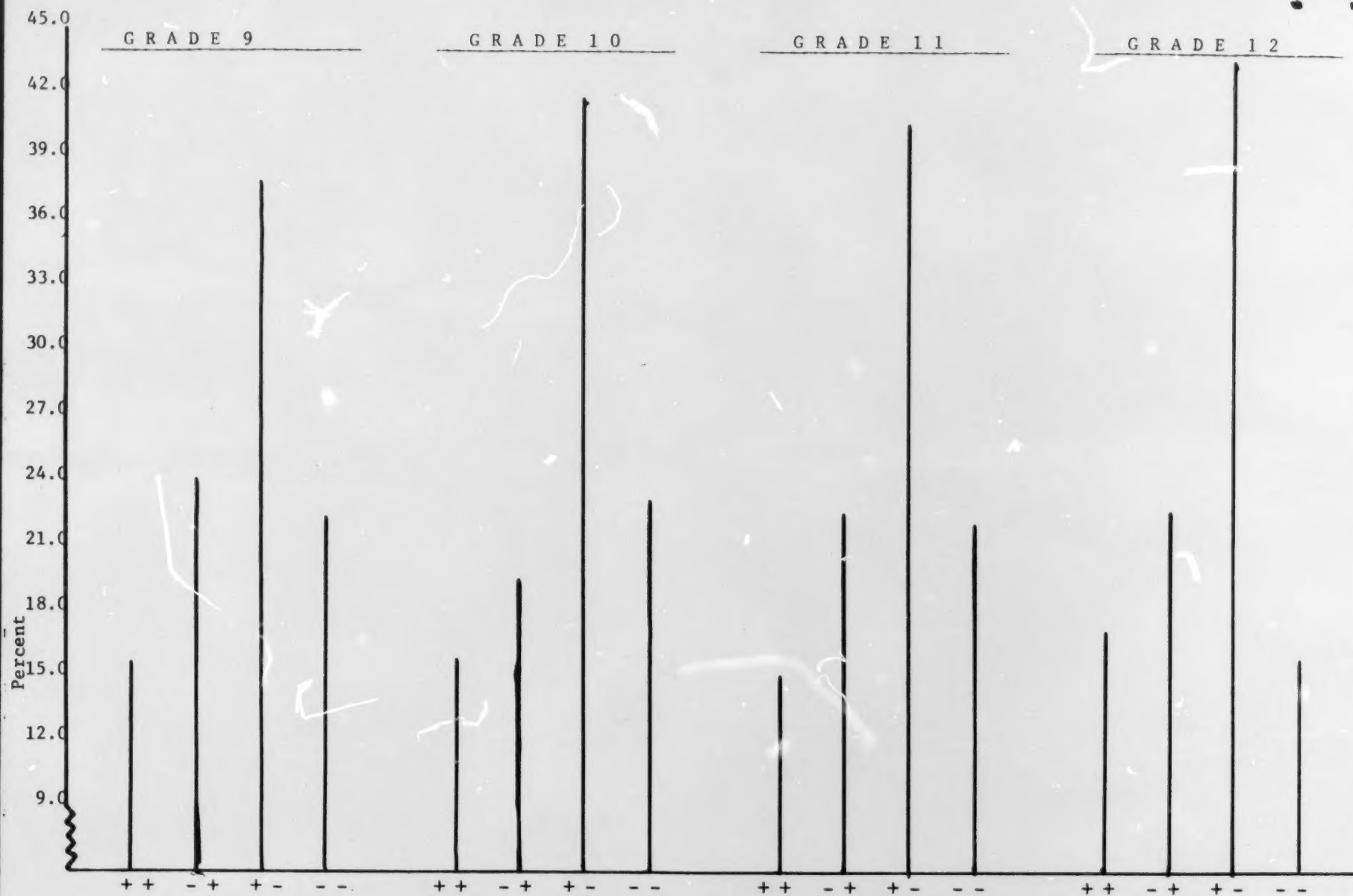


Figure 38. Percent of Category distributions by grade, High School Index of Adjustment and Values.

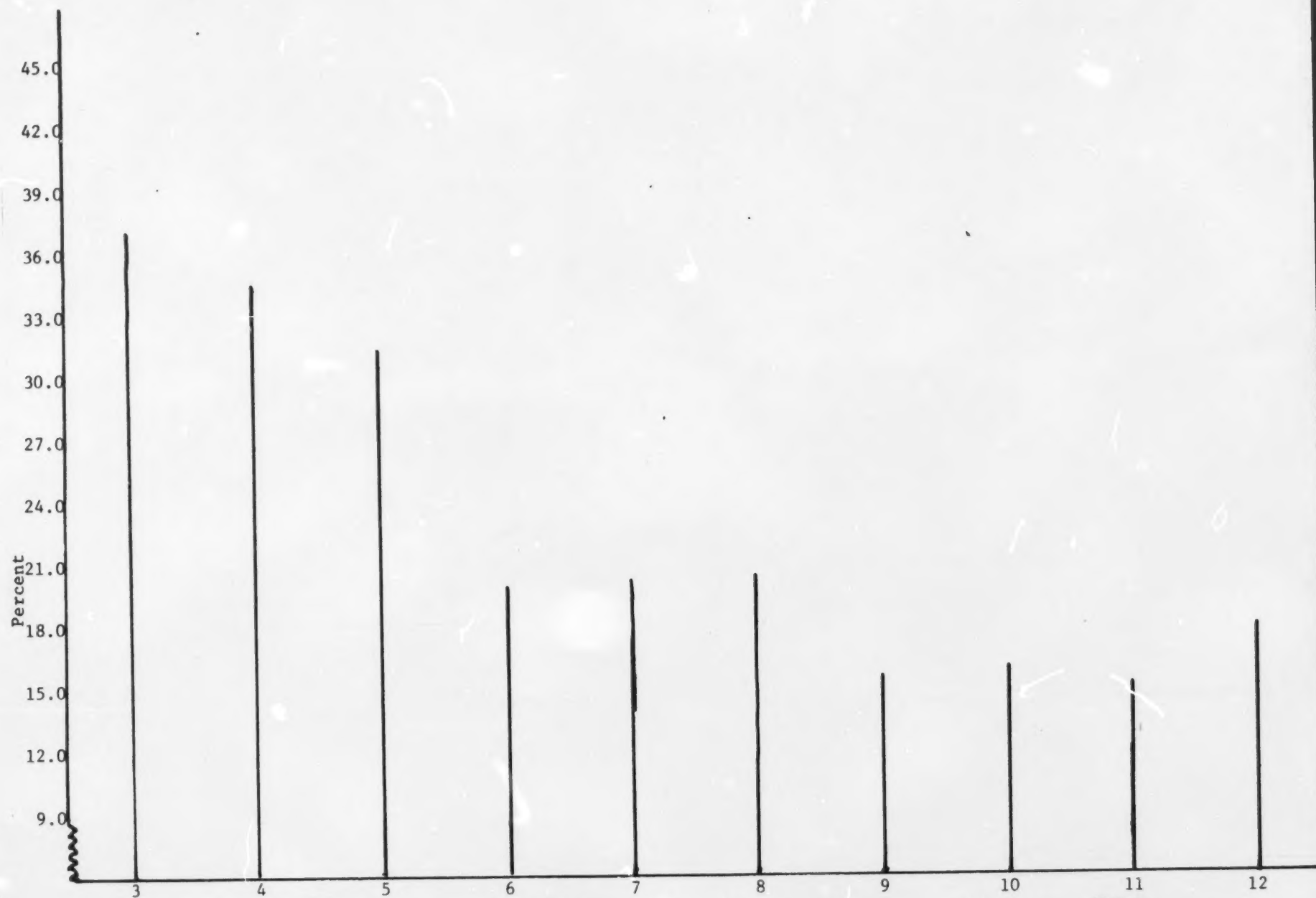


Figure 39. Percent of ++ by grade from three levels of the Index of Adjustment and values.

294

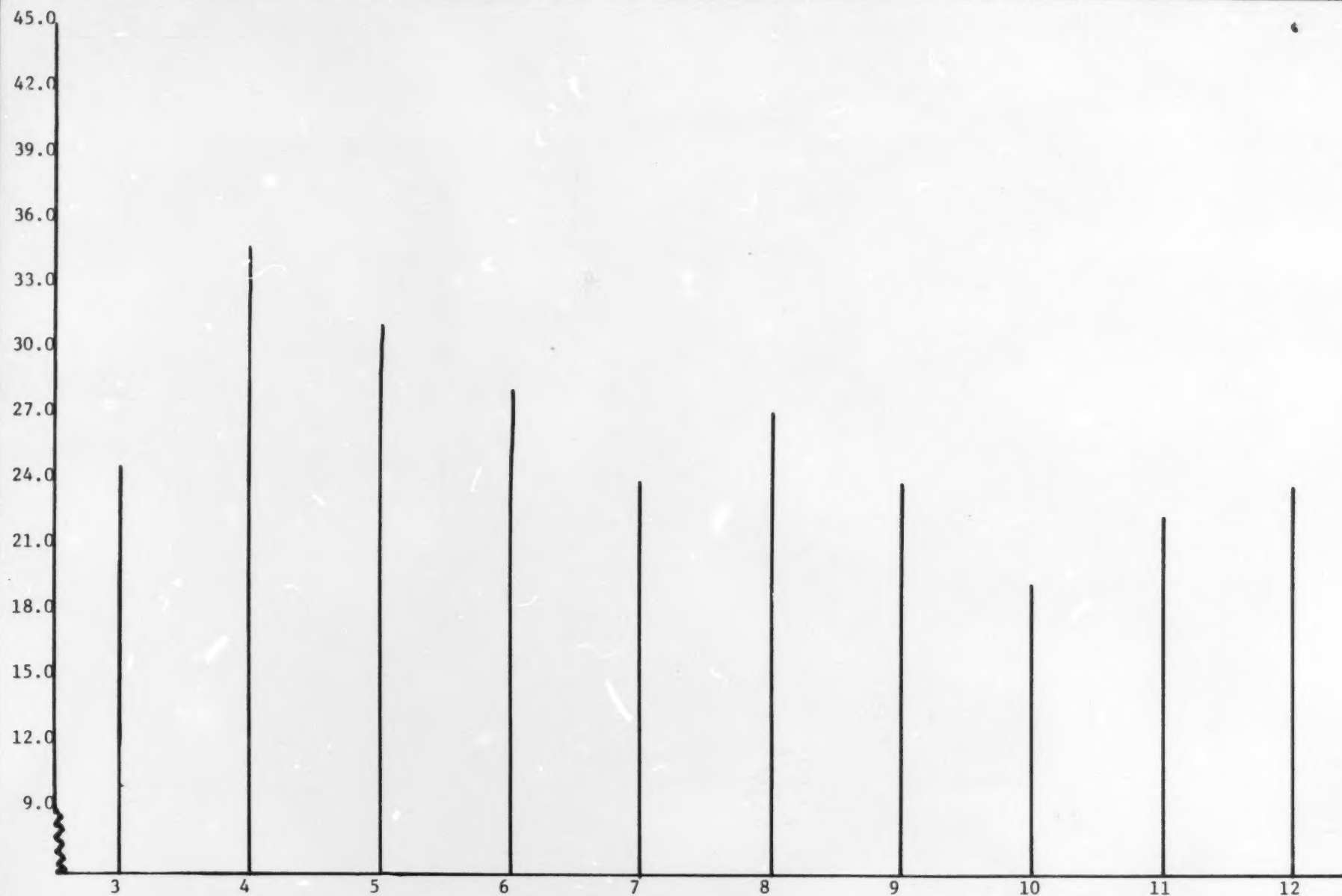


Figure 40. Percent of - + by grade from three levels of the Index of Adjustment and Values.

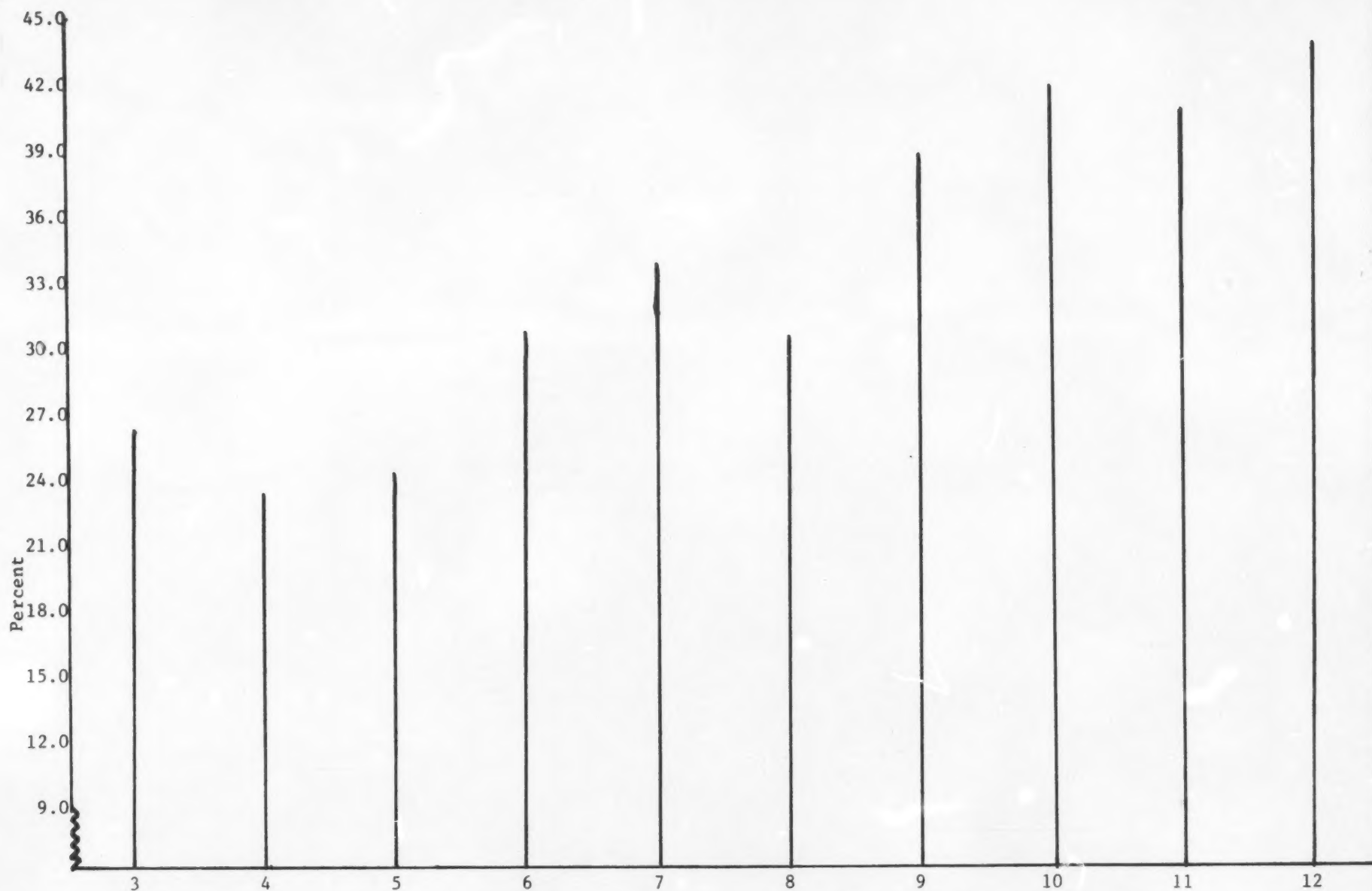


Figure 41. Percent of + - by grade from three levels of the Index of Adjustment and Values.



Figure 42. Percent of - - by grade from three levels of the Index of Adjustment and Values.

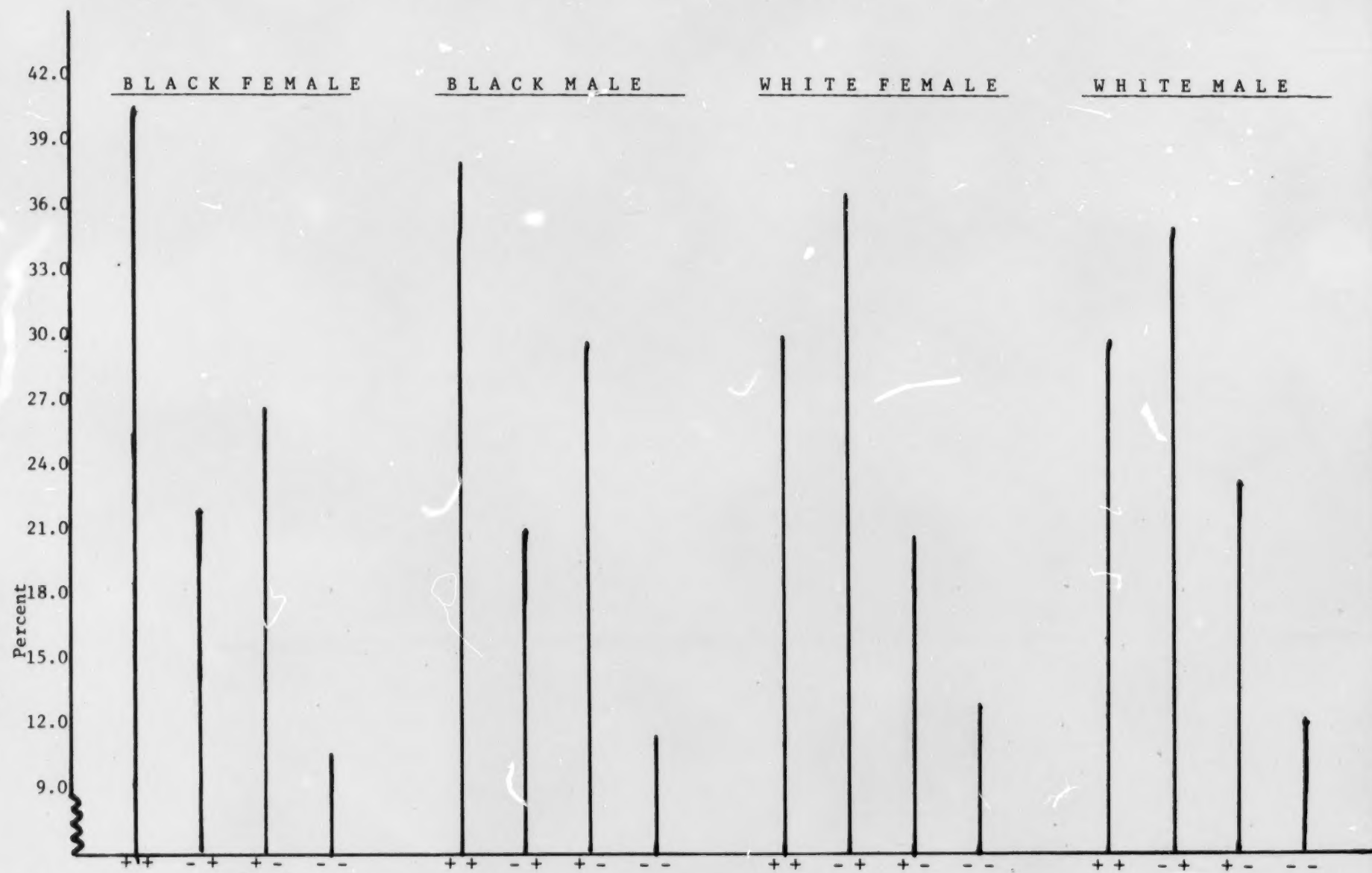


Figure 43. Percent of Category Distribution by race and sex, Elementary School Index of Adjustment and Values (Grades 3 - 5).

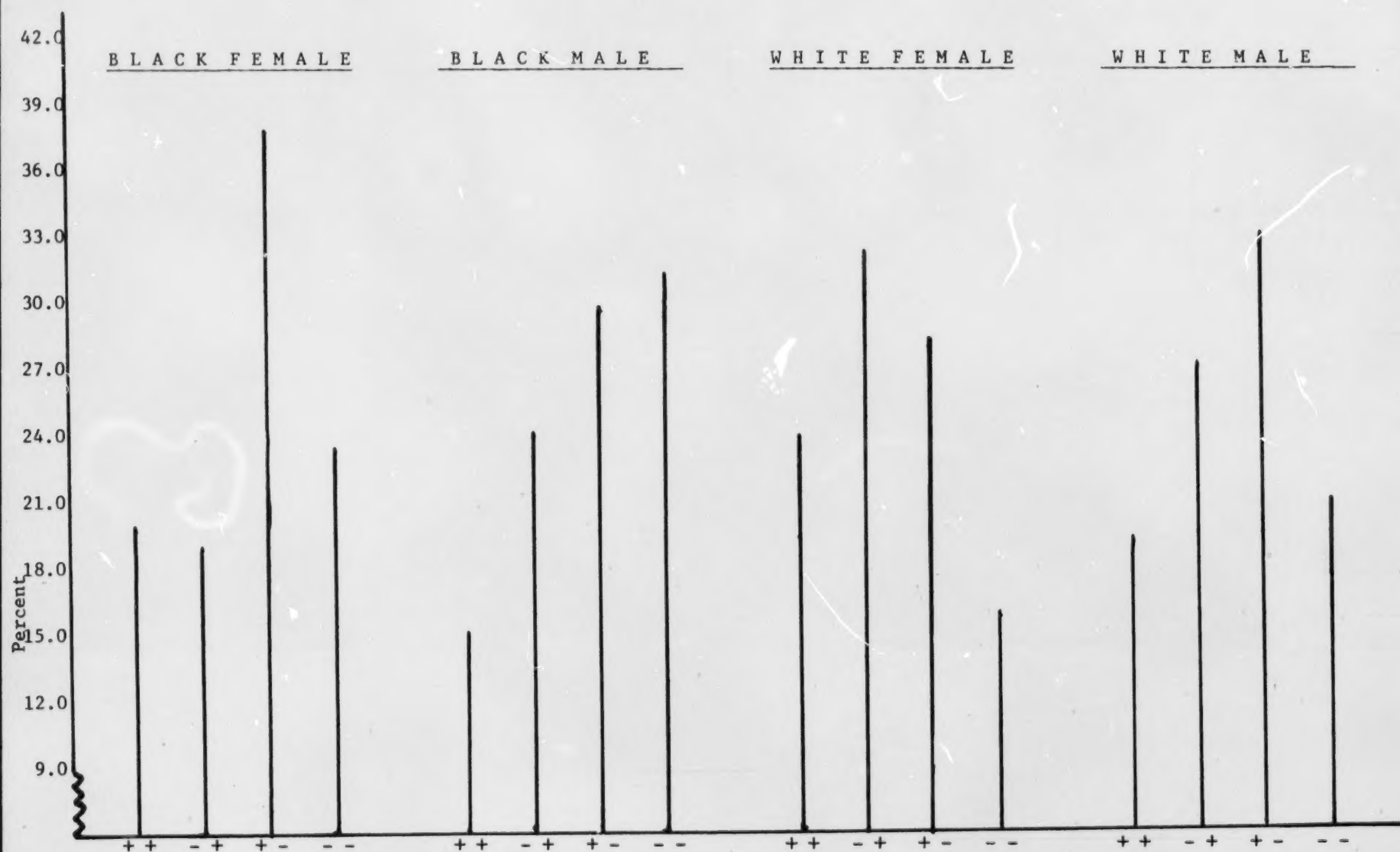


Figure 44. Percent of Category Distribution by race and sex, Junior High School Index of Adjustment and Values (Grades 6 - 8).

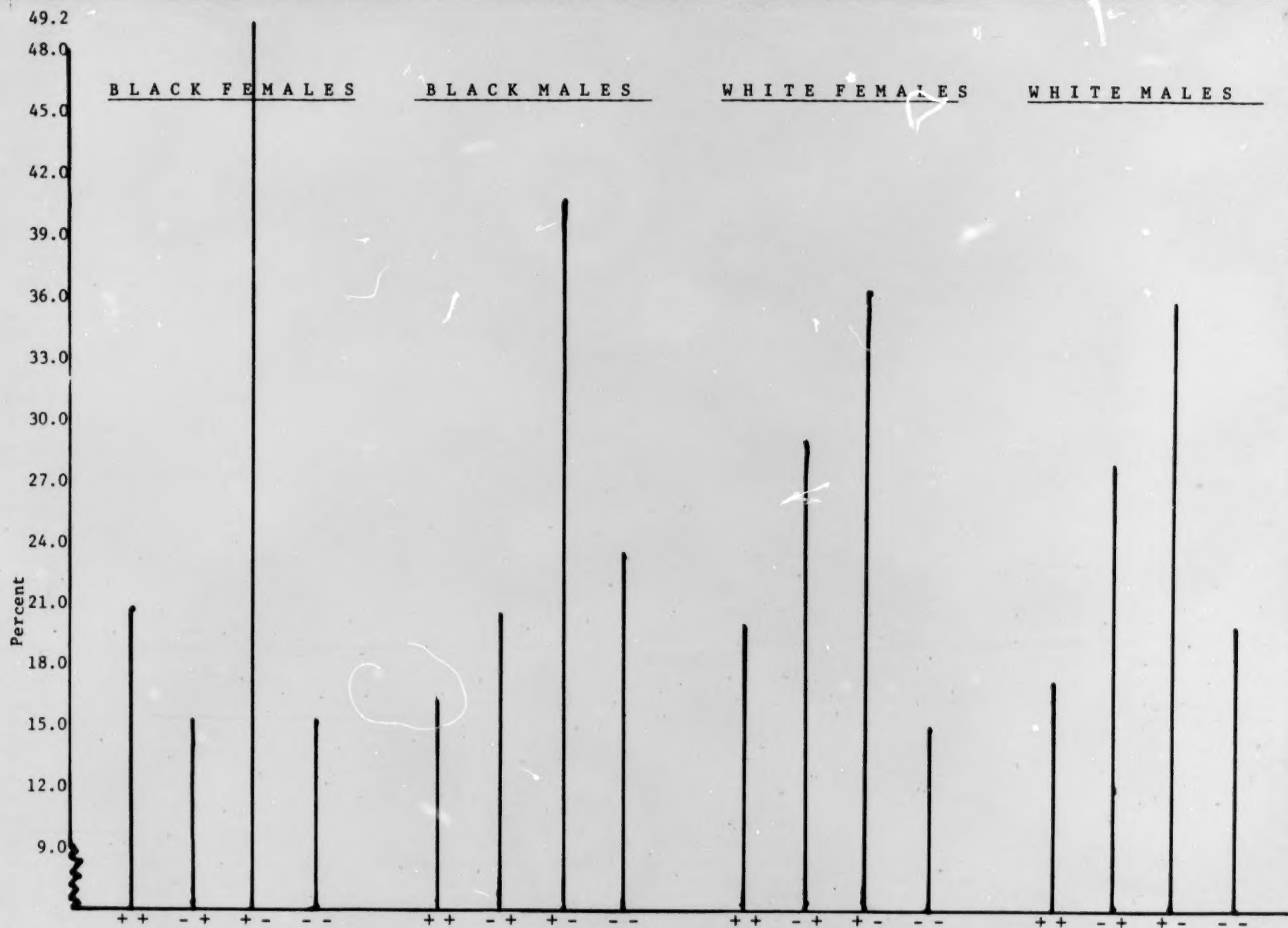


Figure 45. Percent of Category Distribution by race and sex, High School Index of Adjustment and Values (Grades 9 - 12).

Dear Parents:

We want to know how you see the school. Please take a few minutes of your time to respond to the questions on the following pages. If possible, we would like to have a response from both parents working together. Please do not give your name or any other identifying information on the answer sheet. There will be no attempt to find out who sent in which answer sheet.

If you have only one child in this school, you are asked to fill out only one answer sheet. If you have more than one child in the school, but they are all in one of the following grade groups, you will still only fill out one answer sheet: grades 1-3, 4-6, 7-9, 10-12. If you have a child in more than one of these grade groups, please fill out an answer sheet for each grade group in which you have a child.

If your child lives with only one parent, please change the word "we" to "I" in your thinking wherever appropriate in the following pages.

To answer, please use the answer sheet. Please do not roll or crumple the answer sheet and ask your child to be as careful with it as possible. Make your marks with a soft lead pencil with black lead, and make your marks as heavy as possible. Please blacken the entire space between the brackets to indicate your answer, being as careful as possible and making no "stray" marks. If you make a stray mark or if you wish to change an answer, please erase carefully and fully. Mark only one choice for each item.

Please be careful that you use the correct item number on the answer sheet in answering the questions. Incidentally, you will not use all 160 of the answer places, just the first 35.

Likewise, you do not have to complete the blanks on the side of the page or answer anything in the blocks at the top of the page. Your responses will be kept confidential and no effort will be made to identify you.

Your time and trouble will help us build a better school for your children. Please let us know exactly how you feel. The return of this sheet and the completed answer sheets tomorrow will be appreciated.

Sincerely,

The Faculty and Administration
Your Child's School

PLEASE SELECT ONLY ONE ANSWER FOR EACH QUESTION.

1. Our child whom we are describing on this answer sheet is in following group:
 1. grades 1-3
 2. grades 4-6
 3. grades 7-9
 4. grades 10-12
2. Our child's father went to school as follows:
 1. He did not complete elementary school (six years of school).
 2. He completed elementary school.
 3. He completed secondary school (grades six through eleven or twelve).
 4. He completed college.
 5. He did graduate work.
3. Our child's mother went to school as follows:
 1. She did not complete elementary school (six years of school).
 2. She completed elementary school.
 3. She completed secondary school (grades six through eleven or twelve).
 4. She completed college.
 5. She did graduate work.
4. Our child's race is:
 1. black
 2. white
 3. other
5. In general, we feel that the school is:
 1. A very good school.
 2. A good school.
 3. An average school.
 4. A poor school.
 5. We have no opinion.
6. In general, we feel that teachers and other school officials in treating our child:
 1. Are always fair.
 2. Are usually fair.
 3. Are sometimes unfair.
 4. Are often unfair.
 5. We have no opinion.

7. In general, we feel that the teachers and other school officials in dealing with our child are:
 1. not firm enough.
 2. about as firm as they should be.
 3. too firm.
 4. We have no opinion.
8. Of the following, we believe it is most important for the school to:
 1. help children learn to compete successfully with other people in earning a good living.
 2. help children acquire good manners, poise, personal appearance, and self confidence.
 3. help children discover and develop their interests and abilities.
 4. help children learn to be responsible.
 5. help children learn to guide themselves by the meanings of their own experience.
9. In regard to the answer we gave question #8, we believe that:
 1. The school is doing a poor job.
 2. The job the school is doing needs to be improved.
 3. The school is doing a good job.
 4. We have no opinion.
10. Of the following, we believe it is most important for the school to help pupils learn:
 1. to distinguish right from wrong.
 2. to get along with other people so they can become successful.
 3. a set of moral values.
 4. courtesy and obedience.
 5. to discover a set of principles so they can solve their problems for themselves.
11. In regard to the answer we gave question #10, we believe that:
 1. The school is doing a poor job.
 2. The job the school is doing needs to be improved.
 3. The school is doing a good job.
 4. We have no opinion.
12. Of the following, we believe it is most important for the school to:
 1. help children learn the basic school subjects.
 2. help pupils learn to think for themselves.
 3. help pupils learn what they need to know to be successful.
 4. help pupils learn how to take independent action.
 5. help pupils learn how to make a good living.
13. In regard to the answer we gave question #12, we believe that:
 1. The school is doing a poor job.
 2. The job the school is doing needs to be improved.
 3. The school is doing a good job.
 4. We have no opinion.

14. In regard to the help which teachers give our child on his homework:

1. they give him all the help he needs.
2. more help is needed.
3. much more help is needed.
4. We have no opinion.

15. In general, the amount of homework which the teachers require is:

1. entirely too much.
2. about as it should be.
3. too little.
4. We have no opinion.

16. The annual income of our family is:

1. less than \$6,000.
2. \$6,000 to \$10,500.
3. More than \$10,500 but less than \$14,000.
4. More than \$14,000 but less than \$20,000.
5. More than \$20,000.

17. In regard to help in solving personal problems, we believe the school :

1. offers enough help.
2. should provide more help.
3. We don't know how much help is provided.
4. We don't think the school should offer help with personal problems.
5. We have no opinion.

18. In respect to social problems, we believe the school:

1. offers enough help.
2. should provide more help.
3. We don't know how much help is provided
4. We don't think the school should offer help with social problems.
5. We have no opinion.

19. In general, the help provided our child in deciding on his future work:

1. is sufficient.
2. should be increased.
3. We don't know how much help is provided.
4. Help is not needed at this school level.
5. We have no opinion.

20. In general, the discipline in school is:

1. too stern.
2. too varied from teacher to teacher.
3. satisfactory.
4. not strict enough.
5. We have no opinion.

21. We feel that the opening hour of school is:
 1. too early.
 2. too late.
 3. about correct.
 4. We have no opinion.
22. We feel that the lunch hour of the school is:
 1. too short.
 2. about correct.
 3. too long.
 4. We have no opinion.
23. We feel that the information which the school provides us about our child's progress is:
 1. sufficient.
 2. insufficient.
 3. We have no opinion.
24. We feel that pupil activities (clubs, school parties, athletics, etc.):
 1. are very valuable.
 2. are valuable.
 3. subtract from the value of the school program.
 4. have no place in a school.
 5. We have no opinion.
25. The distance we live from school is:
 1. one-half mile or less.
 2. more than one-half mile but not more than one mile.
 3. more than one mile but less than two miles.
 4. more than two miles but less than five miles.
 5. five miles or more.
26. We feel that the school year is:
 1. too long.
 2. too short.
 3. about right.
 4. We have no opinion.
27. In regard to the subjects which are taught, we feel that:
 1. the school tries to offer too much.
 2. offerings should be limited more to the "basic" subjects.
 3. there is not enough choice.
 4. in general, they are about right.
 5. We have no opinion.
28. We feel that the methods which the teachers use are:
 1. up-to-date and acceptable.
 2. do not concentrate enough on the learning of "basic" facts.
 3. concentrate too much on the "basic" facts and do not offer sufficient chance for creativity on the part of the children.
 4. We have no opinion.

29. In regard to objectives, the school:

1. concentrates too much on college preparation.
2. should have a more varied program so that children will have a greater choice of objectives.
3. has an acceptable program.
4. has a good program.
5. We have no opinion.

30. We believe that in regard to textbooks, the school, in general:

1. makes good choices.
2. should use fewer textbooks and increase the materials available in the classroom.
3. should use more supplementary materials from the library and elsewhere.
4. should use a greater variety of textbooks to provide materials for both slow and fast learners.
5. We have no opinion.

31. In our opinion the school library:

1. is good.
2. is average.
3. is poor.
4. We have no opinion.

32. We believe that the teachers are:

1. well-prepared.
2. in need of more preparation.
3. out-of-date.
4. well-prepared and desirous of continuing to learn.
5. We have no opinion.

33. We believe that the school campus is:

1. as attractive as it should be.
2. very attractive.
3. in need of attention.
4. unimportant.
5. We have no opinion.

34. In regard to academic standards we believe:

1. not enough is required of each student.
2. too much is required of the students.
3. about the right amount is required of each student.
4. We have no opinion.

35. We believe that the parent-teacher association is:

1. an important influence in the school.
2. should play a more important part in the school.
3. should be consulted more.
4. is consulted too much.
5. We have no opinion.

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Figure 46. Concluded.

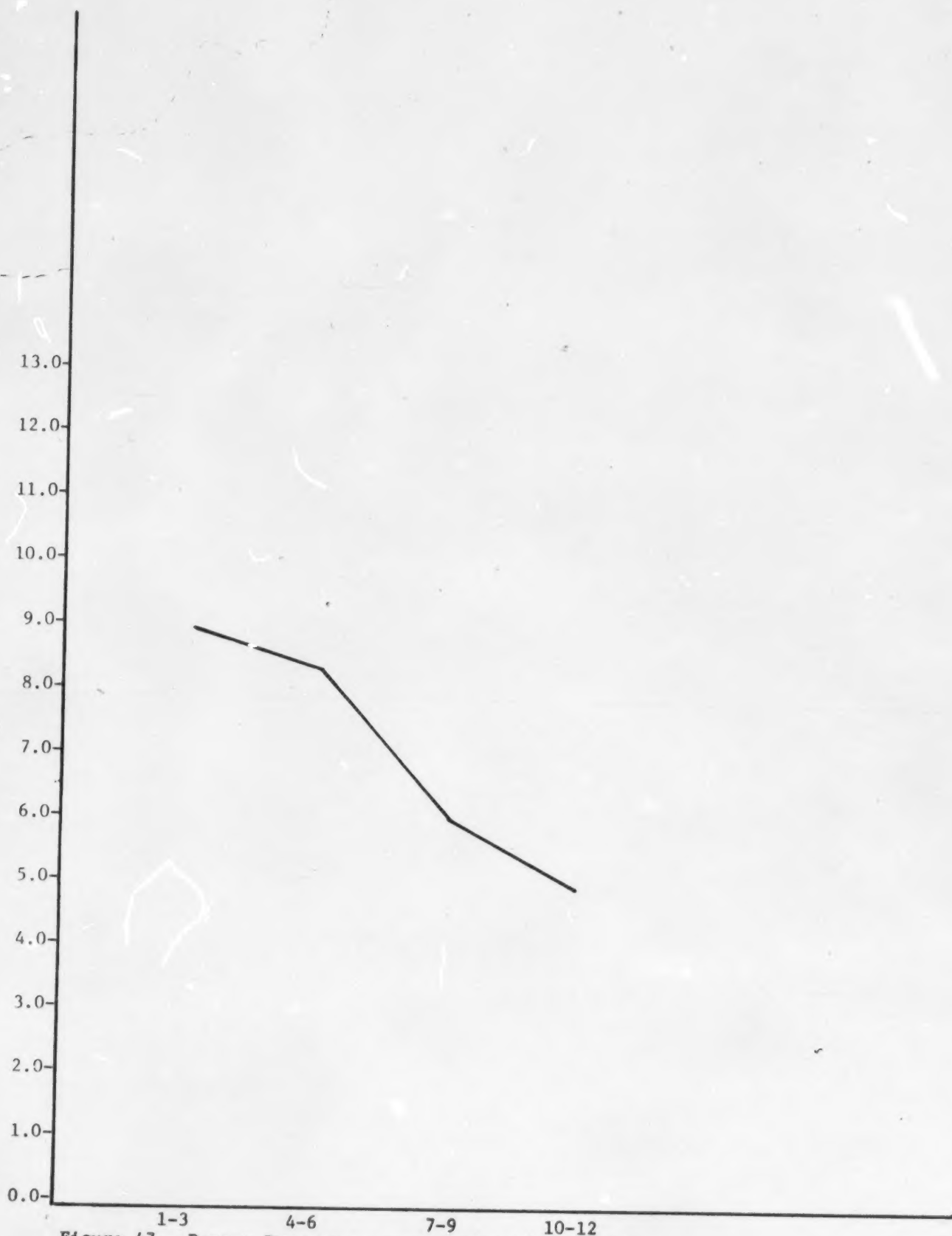


Figure 47. Parent Inventory scores by grade level. 313

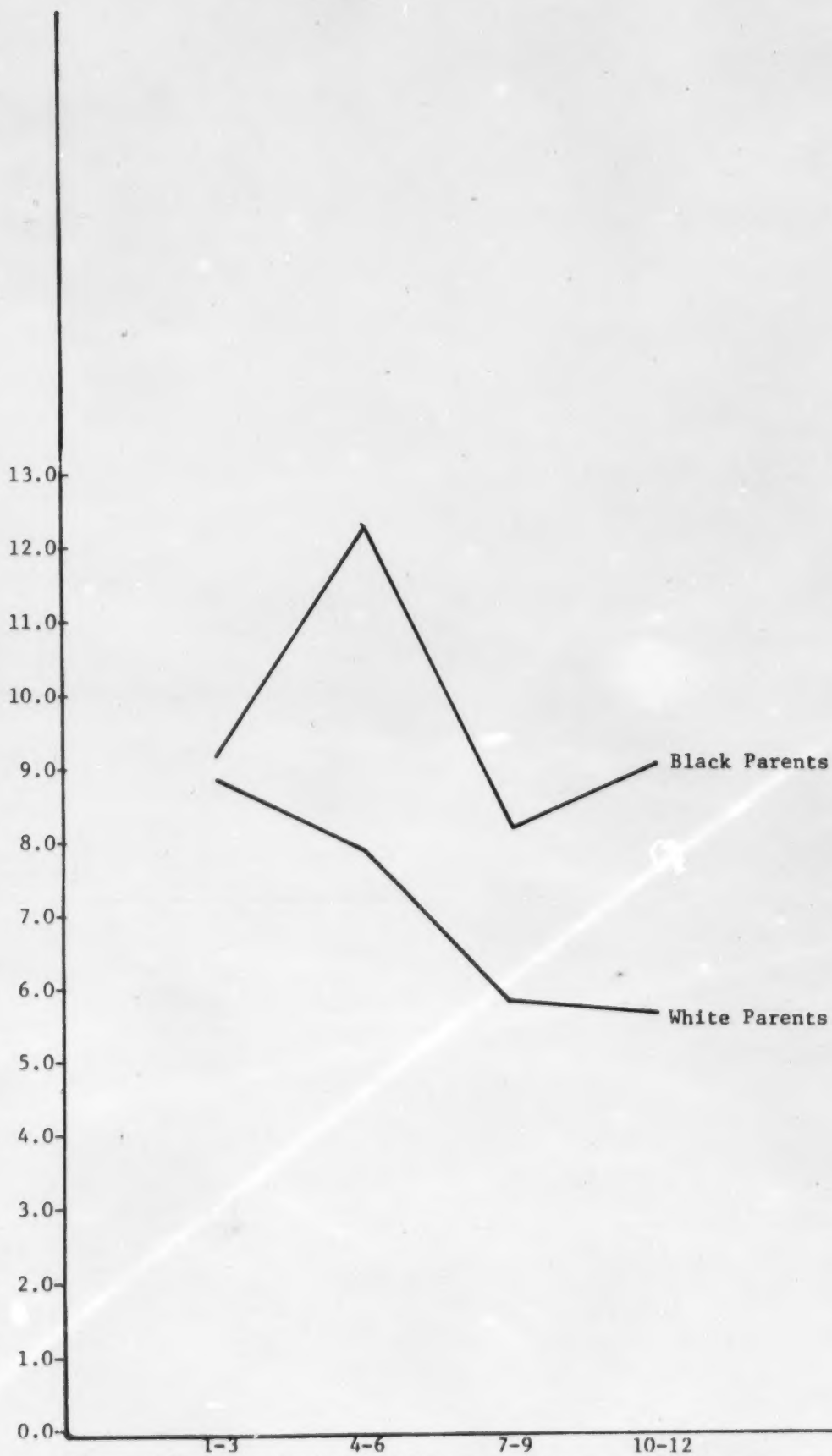


Figure 48. Distribution of Parent Inventory scores by race and grade level.